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ABSTRACT

Classroom activities for foreign language in the elementary school (FLES) are presented. The languages covered are French, Spanish, and German. Suggestions are offered for use of repetition in the classroom for reading and writing, for testing, and for creating lesson plans. Classroom techniques such as dramatics, songs, and team competition are covered. French, Spanish, and German culture are treated in individual chapters. Vocabulary and grammar structure are dealt with. Finally, chapters are devoted to teaching the following notions: names, numbers, clocks, colors, clothing, calendar, parts of the body, commands, animals, foods, and house and family. (JB)

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French

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# A FLES HANDBOOK

Grades K - 6

Dorothy Medlin

Third edition, revised
1979

Foreign Language in the Elementary School
Winthrop College
Rock Hill, South Carolina

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# Preface to the revised 3rd edition

Since this FLES program began ten years ago (at one elementary-school principal's invitation), Winthrop College students have team-taught lessons in French, Spanish and German to over 3000 children in several local schools. Winthrop participants receive one semester hour's credit for FNL 394 (a methods course) and one semester hour's credit for FNL 395 (team-teaching for eight weeks). Some participants have earned an additional hour's credit for teaching a second time. For many participants the FLES class is a first teaching experience. Although participants do not have to be majoring in foreign language, they are chosen for the program on the basis of recommendations from their college language teachers.

In 1976 an after-school foreign-language introductory course (FLIC) was instituted on the Winthrop College campus so that children from elementary schools in which foreign languages are not taught could attend foreign-language classes.

Aural/oral teaching techniques--songs, games, simple dialogues--are emphasized. Wherever possible, lessons include visual aids and motor activities (e.g., commands, "Hot Potatoes"). "Simon Says," Bingo, dot-to-dot drawings, and other "understanding" activities (marked "U" in the marginal circles[1]) normally precede speaking ("S") activities (e.g., Qu'est-ce qui manque? / ¿Qué falta? / Was fehlt?).

FLES/FLIC materials, which are largely home-made, are filed in a classroom with a code-number system explained on page 93.

Dorothy Medlin
November 1981

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[1] Marginal circle codes are explained on page 7.

# ACKNOWLEDGEMENTS

The author expresses sincere appreciation

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# INTRODUCTION

Teaching a foreign language to elementary-school children is fun for both children and teachers. The FLES experience is a pleasant introduction to teaching under highly favorable circumstances--short classes, partnership teaching, and an interesting subject which significantly reinforces children's verbal and creative abilities.* The years from grades K-6 (ages 4-12) are "prime time" for foreign-language learning because of children's psychological readiness, oral flexibility, aural memory capacity, and curiosity about other cultures. Young minds respond enthusiastically to the aural/oral presentation of songs and games. Much repetition and review is needed; a variety of activities should be used from class to class in order to reinforce material which has already been introduced. Remember that children's attention spans are short. The aural-oral learning is strengthened by visual and motor associations (e.g., seeing pictures of the parts of the bird, or touching these parts of their own bodies, while singing "Alouette").

By providing a controlled exposure to simple vocabulary, songs, dialogues, and cultural information, we hope that the children will consciously remember a great deal of the material taught, even if they have only one semester of FLES. We believe also that they gain an interest in and a receptiveness to foreign-language learning and that even if several years may elapse before their next exposure to a foreign language, their attitude--and possibly their progress--will be influenced in a positive way because of the FLES experience.

## The FLES Materials Collection

Items in the FLES Materials Collection** are classified in a locater code system, which is cross-referenced in the text of this handbook. Item F302, for example, is a toy clock, found on bookshelf "F." It can be used in connection with activity #12.50 suggested on page 45. A locater code chart at the back of this handbook helps in locating materials.

The song collection includes W (words), M (sheet music), and T (cassette tapes) for a large number of children's songs, along with some stories and plays. The cataloguing system should enable you to find what you need. For instance, the FLES Handbook (#11.90, p. 44) suggests the French song "Un Kilomètre à pied" (T107 in S251). You will find words, sheet music, and a tape recording of this song in area S, packet 251. Counter dial indications on the packet will help locate the song on the tape. For the German song "Eins, zwei, drei" (recommended in #11.90, p. 44), words and sheet music only (W, M) are classified as S655.

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*Richard Landry, "The Enhancement of Figural Creativity Through Second Language Learning at the Elementary School Level," Foreign Language Annals, VII, No. 1 (Oct., 1973), pp. 111-115. Dr. Landry's research shows that elementary-school children who are learning a second language scored significantly higher than "paired" children of similar socioeconomic/intellectual backgrounds on the Torrance Tests of Creative Thinking. He feels that "second language learning at the elementary school level results in an increased development of the potential creativity of children."

**Many of the materials described in this booklet have been developed by Winthrop FLES participants. It is hoped that new participants will add to the collection.

FLES/FLIC participants are encouraged to spend time listening to tapes in the FLES room. If copies of tapes are needed, the participant should bring a blank tape to the FLIC assistant THE DAY BEFORE THE SONG IS NEEDED, with specific information about what is needed. The FLIC assistant can also have song sheets duplicated for you. Copies will be put into your pigeonhole as soon as they can be made.

All through the semester, team members should meet frequently in the FLES room to look over materials (and sign up to reserve them for specific dates) and talk over ideas with other participants and the FLES co-ordinators. Good planning is essential so that classes will have variety, adequate reinforcement of material, and continuity. Alternate ideas are needed in case last-minute changes have to be made in lesson plans. Plan ahead so that there will be time to have master ditto copies made if you need them. Some blank ditto stencils are available in cabinet H. Tell the FLIC assistant-- A DAY IN ADVANCE -- how many copies you will need. The copies will be put into your pigeonhole.

## Teaching Times

Eight weeks of FLES lessons are scheduled after three or four weeks of planning time at the beginning of the semester. Teaching times depend on carpools, arrangements at each school, and particiapnts' schedules.

## Record-Keeping

1. Each FLES team should keep a daily log with detailed lesson plans for each class. After each class, comments should be written about that day's lesson (with adjustments in the next class, if necessary). The information in the log is a valuable record of what you do, how you do it, and how well it works. Please make your log clear and informative.

2. The final report, prepared jointly by both FLES partners, should include the log and a list of children (with real names and F-S-G* names). Indications of each child's progress may be noted on the class roll (see Chapter 8).

3. Please include in the final report copies of tests, hand-out sheets, review booklets, and other materials which you used. Contributions to the FLES collection are welcome!

4. The final report should be submitted in a brown envelope labeled with

    a) Your name
    b) Semester (First semeter, 1979-80)
    c) School
    d) Grade
    e) Regular classroom teacher's name
    f) Language

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*French/Spanish/German

## Observations

You will be observed twice and will receive written comments about your class. After your final report is handed in, you will receive a photocopy of your rating sheet, which includes these criteria: appearance and manner; pronunciation and handling of foreign language; creativity, initiative, and variety in class management; class atmosphere; attention to individual students; presentation of new material; reinforcement of material; control of time; overall effectiveness and prediction of success as a teacher; daily log and final report.

## CHAPTER 1

## TEACHING TIPS

Wait until children are seated and ready before beginning the class. This gives an air of expectation: something is about to happen. It helps if you are holding something which arouses curiosity (a box, cut-out figure). Use body language to command attention. Stand in front of the class with an expectant, authoritative manner and WAIT until they're looking and listening. When you turn your back on the majority (to fumble for materials or work with one child individually), you lose eye contact with the group. Your FLES partner can help by being at your elbow to find and display materials or to arrange or distribute things for a game which will be played later in the class.* This saves time and lets children know that something is being prepared, so their review practice before the game is purposeful. Explain clearly and briefly what you want them to do, and how, and why! When you ask a question, it's good to call on one child (you may ask them to raise their hands to volunteer). Some shy children will never participate in class unless you call on them.

Children should not be allowed to misbehave to the point of distracting other children. (There is a difference between a relaxed, wholesome, enthusiastic spirit and a loud class.)

Don't try to out-shout the children. Lowering your voice may force them to lower theirs. It may help to turn off the classroom lights and count slowly to three.

*The two FLES team members should plan together and work out classroom routine efficiently. Time is precious! Take turns, alternating the teaching every 5-10 minutes. The non-teaching team member can:

1) think ahead to his next presentation
2) watch the children's reactions to what is going on; notice which children have been called on, and which ones may have been overlooked
3) "grade" individual children by marking "+" or "0" on the class roll (see Chapter 8)
4) move around to encourage a slow or inattentive child, repeating words so that children near the back of the room can see your lips
5) keep score for team competition
6) restrain an unruly child, or escort him to the principal's office!
7) take care of a sick child
8) watch for ventilation, discipline problems
9) arrange display materials
10) hand out materials for the next activity, or collect materials from the previous activity
11) conduct one activity with half of the class while the other half of the class is being led by the other partner (e.g., two circles to throw the dice).

If a child is absolutely uncontrollable, talk about this with his classroom teacher. This liaison is important so that (1) children realize that the language class is a part of their total school curriculum and (2) the classroom teacher can offer suggestions and moral support to you and some behind-the-scenes reinforcement for the children. Feel free to ask your FLES partner to escort the unruly child to sit in the principal's office during the class if necessary! The best discipline control, however, comes from a well-planned, lively lesson, which starts with a group activity (before giving out name tags, perhaps). The pace must be vigorous enough to keep the children interested.

A pleasant but no-nonsense approach can be indicated through your body posture and with crisp phrases like:

Eyes front, feet on floor.
If you're talking while I'm talking, you can't hear me.
Raise your hand if you want me to call on you.
Whoever is still talking, raise your hand.
I called on Bernard, and only one person is named Bernard.
If you don't listen carefully, you won't know what to do.
The quieter you are, the more we'll get to do.

When you are explaining the rules for team competition, make it clear that a point will be SUBTRACTED from the score if a team member speaks out of turn.

Although many aural/oral language activities are game-oriented, there should be a businesslike atmosphere in the classroom which is conducive to learning. Explain directions clearly and firmly; enforce rules strictly; do not allow an undercurrent of inattentiveness to progress. Sometimes this requires adjustment of lesson plans to inject a song or an exercise, or a serious declaration that there will be no more talking.

In general, group activites work better than too much time spent with one child while others grow restless. Think of ways to involve some or all of the children. Class size is a factor, but sometimes chairs can be moved, or children can even go outdoors if you have planned well. Even in a formal classroom setting one child can look for a hidden object (while the class sings or counts softly or loudly to help); all children can set individual clocks or stand beside their desks to follow directions: "Le crayon est sur la chaise/ el lápiz está sobre la silla/ der Bleistift ist auf dem Stuhl" (sous/ bajo/ unter; derrière/detrás de/hinter); a motion song can be used (see Chapter 4); three or four children can hold up pictures or objects (instead of having you hold them up yourself); a game situation can be arranged so that one child asks another child a question (for example, one child sets a clock but does not let the others see it. The child asks, "Quelle heure est-il?/ ¿Qué hora es?/ Wie spät ist es?" and chooses a child who may guess "Il est sept heures/ Son las siete/ Es ist sieben Uhr").

Language learning requires "passive" (aural comprehension and reading skills) and "active" (speaking and writing skills) abilities. "Passive" skills are easier to acquire: children can understand new words before they can say them. Chapters 10-21 are organized so that new materials can be drilled first in a "passive" exercise (Bingo [#11.08, 11.09], "Simon Says"[#16.03 and 16.51] and later reinforced by "active" drills ("Allons à la pêche/ Vamos a pescar/ Fischen wir" [#11.56] or "Qu'est-ce qui manque?/ ¿Qué falta?/ Was fehlt?" [#11.50]).

Materials in Chapters 10-21 are coded with circled marginal notations to assist in lesson planning:

Ⓘ Introduction of new material, with repetition drills

Ⓤ Exercises in aural understanding

Ⓢ Exercises in speaking and singing

Ⓡ Exercises in reading

Ⓦ Exercises in copying (writing)

Ⓒ Cultural exposure

In general, Ⓘ Ⓤ, and Ⓡ drills should precede Ⓢ and Ⓦ drills.

Each class should contain a variety of activities (see Chapter 9, "Lesson Plans")--sitting and standing, speaking and listening, choral answers and individual answers (see Chapter 2, "Repetition"), new material and review, songs, skits, culture... Use visual aids* or three-dimensional objects to focus children's attention in a direct association of sound and meaning. Avoid the use of English!

Re-use the same vocabulary in fresh situations. For the children, a new dot-to-dot drawing [#11.07] is a new game. In actuality, it is just a review of the numbers 1-20.

Expect the unexpected. Plan too much material so that you can be flexible and selective. Plan ahead; sign up for materials which you will need from the FLES room; allow time for tapes to be duplicated, stencils to be run. If you have in mind the materials for several classes ahead, you can make last-minute changes without panic.

You need to develop a sense of timing so that an activity stops just before it gets boring but not before the children have some sense of success (confidence, accomplishment, satisfaction). The pace of the class is one of the most important factors in teaching success.

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*Visual aids may be quickly displayed against blackboards with reusable Plastitak or "Sticky Wax" clips (in H). Posters can be hung on a convenient nail on a skirt hanger, or the skirt hanger can be inverted so that the extra loop hooks over the blackboard moulding. Felt cut-outs are easily manipulated on a felt board. Light-weight pictures can be attached to a metal board with magnets. Small posters can stand against the blackboard on the chalk try. Thumb-tacks, of course, work on bulletin boards (but damage pictures). Small posters can be displayed on a cardboard folding stand. See Area G for these items.

Not all FLES materials have to be learned absolutely by all children. Some things can simply be introduced in passing: if you are serving refreshments, play some F-S-G songs as background music, with only a few comments about the songs. Perhaps you may later decide to teach one of the songs, but the exposure is valuable in any case.

Look for opportunities to add bits of cultural enrichment: count on fingers beginning with the thumb; serve cheese and bread*; show flags, maps, coins, stamps, pictures of bullfights...; sing Christmas carols...

For purists, "culture" means using songs, customs, etc. which are strictly authentic for F-S-G children. FLES has sometimes found it useful to translate some natively American songs or customs (Valentines, for example) in order to introduce vocabulary and capitalize on melodies or game rules which are already familiar, because this saves time.

Since the FLES approach is largely aural/oral, written words are generally excluded until AFTER these words have been introduced and drilled orally. (The words "pain," "rojo," and Kind" illustrate some obvious English-oriented pitfalls of foreign-language pronunciation which can be avoided if the children see the word after they learn to say it.)

After classroom objects have been identified orally, children may want to post written labels in F-S-G on the wall, the door, the ceiling.... After songs have been learned, copies of words can be distributed in review booklets. After students are comfortable in pronouncing names, a seek-and-find puzzle, a crossword puzzle, or the "Hangman" game (described in Chapters 6 and 7) can be used for written reinforcement.** After the objects on a bulletin board are introduced and drilled orally, labels in F-S-G can be placed beside each picture*** at the end of class so that the children can see the words all week and learn to "read" the words. At the begining of the next class, the labels can be taken down, shuffled, and distributed in turn to the children, who should be able to match each F-S-G word with the appropriate object. Pronounce these words chorally and individually.

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*Refreshments should be limited to inexpensive "cultural" foods (cheese and bread, nachos) and colored gum drops (to teach colors). For Mardi Gras, you can bake two life-savers inside cupcakes so that a "King" and a "Queen" (use crowns in X958) can be chosen; "beignets" can be made. If you plan to serve refreshments, check with the FLIC assistant about expenses.

**Copies of puzzles already on file in the FLES collection can easily be duplicated with a master ditto, but you must allow enough time (24 HOURS) and give exact instructions to the FLIC assistant (your name, the item wanted, number of copies needed, and the time you'll pick up copies from your pigeonhole).

If you create a new puzzle, write in heavy lead pencil or felt marking pen (not ball-point) on white paper. Use half-sheets if possible to save paper.

***If a drapery hook is inserted into a 3x5 card upside down, the card can be thumbtacked to the bulletin board beside a picture. Then the F-S-G word can be written on a card with a hole punched in it. The card can easily be hung on the drapery hook.

Very little writing will be done. A few expressions ("Merry Christmas," "Get well soon," "Be my Valentine") can be copied from the blackboard as a writing exercise, and some "seek-and-find" and matching vocabulary exercises are recommended in Chapter 7.

Use F-S-G as much as you can (Please; Thank you; Good!; Come here; Stand up; Listen; Repeat; What is this?). Often it is not necessary to explain what these phrases mean, because you are using them with gestures and an expressive tone of voice. Use the familiar form (tu or Du) when you speak to one child.

If, perchance, you make an error in grammar or pronunciation--Don't make an issue over it. Simply correct it the next time. "An ounce of prevention," however, is valuable: listen to the tapes of songs, nursery rhymes...ask a F-S-G teacher...look in the dictionary...Plan ahead!

Remember that "nothing succeeds like success." Children enjoy what they do well. For some children, we have learned, FLES is a brand-new chance for success (though they may already be slow in "regular" work).

## CHAPTER 2

## REPETITION

Aural/oral language learning involves much repetition. Boredom can be avoided if there is variety in the repetition.

"Conduct" choral repetition as if you were directing a group of musicians. There is a reassuring businesslike unaminity in a vigorous, "clean" choral drill.

Alternate choral and individual repetiton. Introduce a new word; direct choral repetition; point to one child to say it; say it again to the group; direct choral repetition; go on to the second word.

After introducing 3-5 new words, go back to the first word and review. Keep the pace lively. If a child cannot answer, tell him and have him repeat; go on to the next child; then come back to the one who faltered.

If a word seems difficult, direct a 5-times-in-a-row repetition of the word, beginning softly and ending loudly. Have all the boys stand and repeat it (or all children wearing blue).

For words in a series (months, days, verses of a song) vary the repetition by having children repeat with a bionically slow pace; then up to tempo; then very fast. Occasionally have then lower their voices to a low pitch or raise them to a falsetto.

Pass a new object down the first row in a chain-reaction question-and-answer exercise: You ask: "Qu'est-ce que c'est?/ ¿Qué es?/ Was ist das?" The first child takes the object and answers: "C'est un avion./ Es un avion./ Das ist ein Fleugzeug."* Then he passes the object back to the second child on the row and asks the question, etc. Use a different object for each row.

A "concentration" game can be played by putting 3 or 4 objects (an apple, a pear, a peach) into a drawer or a box or a bag. Say each object as you make it disappear. Then immediately call on a child to name all of them. (His team gets 3 points if he correctly names all three.)

### Repetition for Gender Distinction

To emphasize gender differences, stress the difference in sound (as you would for the distinction between "a pear" and "an apple" in English) without getting into masculine-feminine grammar explanations. Introduce 5 masculine words and give objects or pictures to 5 children who will hold them on the left in front of the class. Then introduce 5 feminine words and let 5 children hold them up on the right.* Switch from one side to the other: le fromage/ el queso/ der Käse; la poire/ la pera/ die Birne. Then have the children holding objects form a line in random order. Each child should say his object; you repeat it; direct the class in choral repetition; point to one child in the class for individual repetition.

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*Other "chain-reaction" drills are described in #10.52 and #12.52.

Basically, it seems logical to teach nouns with the definite article.** "Echo" drills can then be used to switch to the indefinite article (and then back to the definite article): You say: le drapeau/ la bandera/ die Flagge; le cahier/ el cuaderno/ das Heft; la clé/ la llave/ der Schlüssel. The children repeat chorally, changing to the indefinite article: un drapeau/ una bandera/ eine Flagge; un cahier/ un cuaderno/ ein Heft; une clé/ una llave/ ein Schlüssel. Then you say the word with the indefinite article and call on individuals to go back to the definite article.

A color-coding system may help. Masculine objects may be displayed against a blue background or shown with a blue plastic cover (B788) or placed inside a blue "gender-box" (E680). Red is the color cue for feminine objects; and green for neuter objects.***

## Repetition for Other Changes

Change from singular to plural in "echo" drills. You say: la chaussure/ el zapato/ der Schuh and the children repeat: les chaussures/ los zapatos/ die Schuhe. (Then you say the plurals and they go back to the singulars.) This is even more difficult when the noun is modified by an adjective.

Other grammatical changes can be made in more elaborate "echo" drills: from affirmative to negative (and back to affirmative); from noun subject to pronoun subject or from noun direct object to pronoun direct object; from first-person singular to first-person plural; from present tense to past tense; from familiar to polite "you" form...; from "my" to "our" possessive; from "the book" to "this book" ("the books to "these books")....

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*For German, a third neuter group of words will be set apart.

**In French, words beginning with a vowel may be troublesome. Be sure that the word is pronounced alone and with the indefinite article, if appropriate, so that the children will realize why they do not hear a "le" or "la," as in "l'école."

***The table setting is color-coded for German gender: a blue plate, a green knife, a red fork.... (E723).

## CHAPTER 3

## DRAMATICS

Short skits permit children to play-act and to use complete sentences fluently. A skit can be introduced by the two FLES partners in F-S-G. After a brief explanation of what their conversation is about, each one repeats his part chorally with half the class. Then two children are chosen as actors, one from each side of the room. Then choral repetition may be used again before two more children are chosen as actors, one from each side of the room. It is very important to keep track of who has had a turn. (In a subsequent class the roles are reversed and drilled so that eventually all children should be able to play either role).

A short telephone skit [#11.55] will be described in Chapter 11. Chain-reaction dialogues will be suggested for "Comment t'appelles-tu?/ ¿Como te llamas?/ Wie heisst du?" [#10.52] and "Quelle heure est-il?/ ¿Qué hora es?/ Wie spät ist es?" (#12.52).

Dialogue situations can be very simple and repetitious, as in these examples:

Cast: Child, Father, Mother, Grandmother, Grandfather

Scene 1: Child: Bonjour, Papa./ Hola, Papá./ Tag, Vati.
Father: Bonjour, Philippe./ Hola, Felipe./ Tag, Philipp.
Child: S'il te plaît, Papa, donne-moi un peu d'argent./
¿Por favor, papa, me das dinero?/
Bitte, gib mir Geld, Vati.
Father: Je n'en ai pas, moi. Je suis fauché./
No lo tengo. Estoy sin dinero./
Ich habe keins, ich bin pleite.

Scene 2: (same dialogue--Child and Maman/ Mamá/ Mutti.

Scene 3: (same dialogue--child and Grand-mère/ Abuelita/ Oma.

Scene 4: Child: Bonjour, grand-père./ Hola, Abuelito./ Tag, Opa.
Grandfather: Bonjour, Philippe./ Hola, Felipe./ Tag, Philipp.
Child: S'il te plaît, Grand-père, donne-moi un peu d'argent./
¿Por favor, abuelito, me das dinero?/
Bitte, gib mir Geld, Opa.
Grandfather: Voici 2 francs./ Aquí lo tienes./ Hier, Zwei Mark.
Child: Merci beaucoup, grand-père. Tu es chouette. A tout
à l'heure!/ Gracias, un montón, Abuelito. Hasta luego./
Vielen Dank, Opa. Du bist Klasse. T'schüss.

In another family drama, the cast includes mother, grandmother, brother, sister, grandfather, and father. Props: an apron and a frying pan (D731). Costumes (optional): Grandmother - glasses, Brother - ball, Sister - doll, Grandfather - pipe); or use the "Family puppet" posters (J804).

Scene 1: Mother: As-tu mon tablier?/ ¿Tienes mi delantel?/ Hast du meine Schürze?
Grandmother: Non, je ne l'ai pas./ No, no lo tengo./ Nein, ich habe sie nicht.

Scene 2: (same dialogue - Mother and le frère/ el hermano/ der Bruder

Scene 3: (same dialogue - Mother and la soeur/ la hermana/ die Schwester

Scene 4: (same dialogue - Mother and le grand-père/ el abuelo/ der Grossvater

Scene 5: Mother (sees father washing car with apron): Qu'est-ce que tu fais, toi?/ ¿Qué haces?/ Was machst du?
Father: Je lave mon auto./ Lavo mi coche./ Ich wasche meinen VW.
Mother: Avec mon bon tablier?/ ¿Con mi delantel?/ Mit meiner guten Schürze?
Father: C'est vraiment ton tablier?/ ¿Es de veras tu delantel?/ Ist das wirklich deine gute Schürze?
Mother (chasing him with frying pan): Mais bien sûr, c'est mon tablier!/ ¡Claro! ¡Es mi delantel!/ Natürlich, das ist meine Schürze!

In the next dialogue props are needed: an apple, a Coke bottle, pajamas, a hand-fan, a sweater, and an aspirin (D679). The characters are mother (or father) and child.

Scene 1: Child: O, Maman!/ ¡Ay, mamá!/ Oh, Mutti!
Mother: Qu'as-tu, Robert?/ ¿Qué te pasa, Pepe?/ Was hast du, Käthe?
Child: J'ai faim./ Tengo hambre./ Ich bin hungrig.
Mother: Voici une pomme./ Aquí tienes una manzana./ Hier ist ein Apfel.
Child: Merci, Maman./ Gracias, Mamá./ Danke, Mutti.

Scene 2: (change lines 3 and 4)
Child: J'ai soif./ Tengo sed./ Ich bien durstig.
Mother: Voici un Coca./ Aquí tienes una Coca./ Hier ist ein Coca Cola.

Scene 3: (change lines 3 and 4)
Child: J'ai sommeil./ Tengo sueño./ Ich bien schläfrig.
Mother: Voici ton pyjama./ Aquí tienes tus pijamas./ Hier ist dein Schlafanzug.

Scene 4: (change lines 3 and 4)
Child: J'ai chaud./ Tengo calor./ Mir ist warm.
Mother: Voici {un éventail (hand fan)
{un ventilateur (small revolving fan)/
Aquí tienes {un abanico
{un ventilador/
Hier ist {ein Fächer .
{ein Ventilator.

Scene 5: (change lines 3 and 4)
Child: J'ai froid./ Tengo frío./ Mir ist kalt.
Mother: Voici ton tricot./ Aquí tienes tu suéter./ Hier ist dein Pullover.

Scene 6: (change lines 3 and 4)
Child: J'ai mal à la tête./ Me duele la cabeza./ Ich habe Kopfschmerzen.
Mother: Voici une aspirine/ Aquí tienes una aspirina/ Hier ist ein Aspirin.

Two children can play storekeeper and customer with foods and money (B152, B363, B553, and E722, D742, F111, F113):

--Bonjour, Monsieur./ Buenos días, señor./ Guten Morgen, Herr Schmidt.
--Bonjour, Madame./ Buenos días, señora./ Guten Morgan, Frau Kessler.
--Combien coûte ce fromage?/ ¿Cuánto cuesta este queso?/ Wieviel kostet der Käse?
--Trois francs, madame./ Tres pesos./ Zwei Mark fünfzig.
--Voici, monsieur./ Aquí lo tiene./ Bitte schön.
--Merci beaucoup, Madame./ Muchas gracias, Señora./ Danke schön, Frau Kessler.

The children can play "Doctor's Orders," using a variety of illnesses and remedies which can be acted out with props (E681):

--Bonjour, docteur./ Buenos días, doctor./ Guten Morgen, Herr Doktor
--Bonjour, Chantal. Qu'as-tu?/ Buenos días, Carlota. ¿Qué tienes?/ Guten Morgen, Kristina. Was hast du?
--J'ai mal à la tete./ Me duele la cabeza./ Ich habe Kopfschmerzen.
--Voici une aspirine./ Toma una aspirna./ Hier ist ein Aspirin.
--Merci, docteur./ Gracias, doctor./ Vielen Dank.

Other illnesses may include:
(a) --J'ai mal à la gorge./ Me duele la garganta./ Ich habe Halsschmerzen.
--Il te faut une piqûre./ Tienes que inyectarte./ Ich gebe dir eine Spritze.
(b) --(Showing a scratch on arm) J'ai mal au bras./ Me duele el brazo./ Der Arm tut mir weh.
--Voici un sparadrap./ Pónte una curita./ Hier ist ein Heftpflaster.

Another parent-child skit takes place at lunch:

--Le déjeuner est prêt. Viens vite!/ El desayuno está listo. ¡Ven rapido! ¡/ Das Essen ist bereit. Mach schnell!
--Me voici, Maman (papa). J'ai faim./ Bueno, mamá. Tengo hambre./ Gut, bin gleich da.
--Il faut manger tes épinards./ Es necesario comer las espinacas./ Aber erst den Spinat essen.
--Je n'aime pas les épinards./ No me gustan las espinacas./ O, Mutti. Das esse ich nicht gern.
--Alors, pas de dessert pour toi./ Malo. Nada de postre para ti./ Nun gut, dann gibt es kein Eis.

For small children, a F-S-G speaking puppet may be fun (a parrot, a clown, a Walt Disney or a Peanuts character). One FLES team member can speak for the puppet, who can pronounce the new words for the day's lesson and answer questions: "What day is it?" "What is the weather like?" "How much is 4 and 4?" "Where is Pablo?" ("He is behind María." "He is in front of Carlos.") Let the children take turns asking questions.

Skits can be adapted from fairy tales. Longer skits- El Mercado (B369), El Muchacho y el Burro (B350)-are on file in the FLES collection.

A dramatic production may be planned for a school assembly or the parent-teacher organization. As you make plans, keep these things in mind:

1. The lines should be short and simple. Rehearse them chorally and orally before distributing copies.

2. Let several children try reading or saying each role so that
   (a) you can decide who will be best for each part and
   (b) several children will be familiar with each role, in case of last-minute illness on performance day!

3. A role should be created for each child. Those who do not have major roles can sing or dance before, during, or after the play. In a Christmas pageant, the cast includes shepherds, angels, wise men, and a chorus. In a Spanish version of "Cinderella," the ball scene includes the song "O Cenicienta" ("Oh, Susanna").

4. A cassette recording of the dialogue may be prepared for the children to listen to in the classroom for reinforcement between FLES classes.

5. It is certainly possible to let the children make suggestions for action, costumes, props--and even dialogue.

6. Rehearsals should make the children psychologically ready for the performance but not bored with endless repetition.

# CHAPTER 4

## SONGS

Instructions for using the Tote-a-tune piano (S952), tape recorder (S956), and song packets are described in the Introduction.

Singing is a good learning experience because the tune and the rhymes reinforce the children's memory of the F-S-G words. It is a good idea to begin the class with a song. A psychological transition is made into the language, the children are able to stand up, and the teacher assumes a position as director of the class. Some good beginning songs are:

French: Bonjour, mes amis (S258); Bonjour, monsieur (S258); Quand je sais que tout va bien (S258)
Spanish: Hola ¿Cómo estás? (S456); Si estás contento (T21 in S452)
German: Guten Tag, meine Freunde (S655)

At the end of the class, a song gives a sense of completion--and time to gather up name tags. Any song can be used, but specific "good-bye" songs include:

French: Au revoir, à bientôt (S258); Le chant des adieux (T59 in S252)
German: Alle Leut' (S655)*; Die Uhr schlägt bumm (T12 in S652)

Motion songs are particularly effective with children in grades K-4. The motions do not have to be elaborate. An exercise song--"Tête, épaules, genoux, pieds" (S258)**; "Cabeza, hombros, piernas, pies" (S456)**; "Köpfchen, Schultern, Kniee und Füsse" (S655)**--is a good way to start a class or combat restlessness.

Other motion songs are:

French: Alouette (T36 in S254; T133 in S257; felt pictures B156; felt board G853); Chant des couleurs (T40 in S254); Dix petits Zouaves (S258); Encore un Kilomètre (T108 in S251); Napoléon avait dix mille soldats (T112 in S251)**; Hokie-Pokie (T106 in S241); Savez-vous planter des choux? (T34 in S254); T128 and T145 in S257); Sur le pont d'Avignon (T34 in S254; T122 and T137 in S257; pictures Z208 and B157); 'Y avait un petit chien français (S258).**

Spanish: Bingo es su nombre (S456)**; Ejercicios (T122 in S458); Diez pequeños indios (T29 in S452); Pedro conejito tenía una mosca en su nariz (S456)**; Ven a ver mi finca que es hermosa (T30 in S452); Colores (T125 in S458)

German: Bingo war sein Name (S655**); Brüderchen, komm tanz mit mir (T28 in S652); Hokie Pokie (S655); Mein Hut, der hat drei Ecken (T49 in S652**); Ringlein, Ringlein, du musst wandern (S655); Wir gehen nach Jerusalem (S655); Zehn deutsche Jungen (S655); In dem Walde steht ein Haus (S655).

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*A word-scramble is available for "Alle Leut'" (B572).

**In these songs, one word or syllable is left out in each repetition. You may omit more than one item each time (so that ultimately you are singing: "Mein ___, der hat ___ ___; ___ ___ hat mein___; und hat er nicht ___ ___; dann ist er nicht mein ___") or you may leave out a different word each time: Hut; drei; Ecken.

Rounds are fun for two- or three-part harmony*:

French: C'est la cloche du vieux manoir (S258; see B196); Dans la forêt prochaine (T147 in S257); Din, din, c'est la cloche du matin (S258); Frère Jacques (T38 in S254; pictures J836); L'harmonie des cloches (S258); Tuons le coq (T109 in S251); Vive la France (S258).

Spanish: Fray Felipe (S456; pictures M836); Fray Martin (S456; word-scramble B380); El mes de abril (S456)

German: Abendstille über all (S655); O wie wohl ist mir am Abend (T45 in S652; word-scramble B572)

Other songs will be mentioned in connection with specific topics, but many more are available in the FLES collection. Several songs should be introduced each semester.

If a new song is to be learned, it can be presented on tape or with the Tote-a-tune piano or a guitar at the end of one class period. It may be helpful to have children clap out the rhythm with you before the words are introduced. At the next class meeting, the first stanza of the song can be heard again, with more explanation about the meaning. Then it is usually advisable to say one line (in rhythm)** with choral repetion; then play the tune or sing the line as the children listen and think of the words; then have them try to sing that line.***

After drilling the second line, say both lines in rhythm. Have the boys say the first line and the girls the second line. Continue with the third line, reviewing all three before you go on to the fourth line. Do not spend the whole class period on learning one song.

In the next class, go back over the song (sing it or use the tape). Review the lines already drilled: say the first word of the line and have the class finish it; have the boys repeat the first line; repeat slowly, then faster; you say the line in a high pitch, and they repeat in a low pitch. Encourage the children to say the words distinctly.

Then put the words to music and add motions or dance steps. When the children can sing it rather well, let them hear themselves on tape.

After the children can comfortably pronounce the words, they may see them written. Write the song words on the board. Have half the children stand at the back of the room with their backs to the board. They must sing the song from memory while the other children look at the song words. Then the two groups exchange places.

---

*If the same round is learned by children in different languages, a multi-lingual round can be sung!

**Note especially in French that words which are one-syllable in speech may have two syllables in a song: "Dites-moi" ("Di-tes-moi"); teach it the way it is to be sung.

***Sometimes it is possible for the children to sing along with the tape, but often it is too fast. The FLES participant should learn the song thoroughly from the FLES tape or sheet music copy and do the actual teaching.

A word-scramble game (described in Chapter 6, "Reading") can also be used to review song words.

Some songs can simply be heard once for cultural enrichment (while name tags are distributed or collected or while refreshments are served), with a brief comment about the meaning of the song.

"Musical chairs" can be played with a tape recorder, using six children. (The other children can clap in rhythm.*) Participants must keep arms folded in front of chest, and no chair leg can be moved when a participant sits.

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*Or the class can sing along with the tape recorder or the Tote-a-tune piano if a familiar song is being used. The repetition of a familiar song by the "musical chairs" chorus is a good pedagogical technique.

## CHAPTER 5

## TEAM COMPETITION

### DIVIDING INTO TEAMS

Use name-tag colors for quick division into teams, or have students count off in F-S-G. Then put all 1's, 3's, 5's, 7's on one team and all 2's, 4's, 6's, 8's on the other. Or quickly distribute Animal Rummy cards (D732) in order to form teams.

### NAMING TEAMS

Give them F-S-G names: pairs-impairs/ pares-impares/ gerade-ungerade; Bleu-Rouge/ Azul-Rojo/ Blau-Rot.

It may be advisable for one FLES partner to be the coach of Team A and the other partner coach of Team B.

### RULES

Rules should be simple, firm, and clear. No one can step over the starting line until the caller says: "Un, deux, trois, allez!/ ¡A la una, a las dos, a las tres, y chas! / Auf die Plätze! ¡Achtung! Fertig! Los!" or "Allez-y!/ ¡Vamos!/Anfangen!"

In the "true-false" chair relay race, have two contestants stand at a line midway between two "True" chairs on the right and two "False" chairs on the left (one for each team). Require each contestant to keep his arms folded in front of his chest. Make a statement ("Bananas are red") and say "Go!" Each contestant races to sit in his team's "false" chair first (without moving a chair leg when he sits down!).

If a team captain is needed, count out:
(French): All children stand in a circle. The teacher asks the child on his right to choose a number from 1-20. Then, beginning with the child on his left, he counts out this 20-syllable rhyme plus the number chosen:

Un pe-tit co-chon
Pen-du au pla-fond;
Ti-rez-lui la queue
Il pon-dra des oeufs--
1, 2, ...

(Spanish): All children stand in a circle. The teacher points to a child as each word group is pronounced:

¿Cuántas/ patas/ tiene el/ gato?
Una, / dos, /tres/ y cuatro.

The last child is "it."

(German): All children stand in a circle. The teacher counts out this 22-syllable rhyme plus the last child's age:

Ene mene nuh,
drauss bist du!
Drauss bist du noch lange nicht,
Sag mir erst, wie alt du bist.

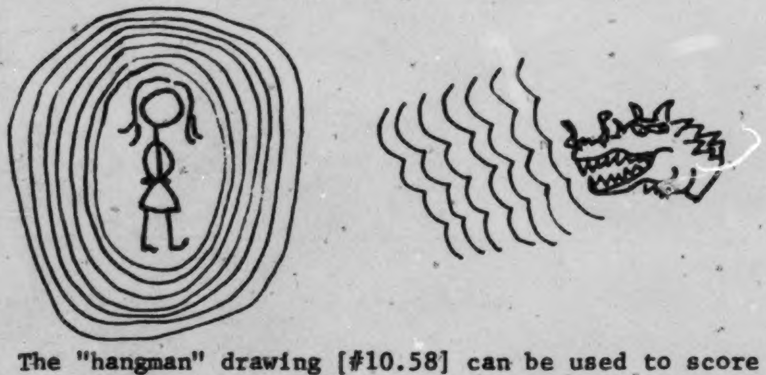
"Concentration" games (B771) and F112) and a multiple "Twister" game (E744) have special rules adapted for a fairly large group.

## SCOREKEEPING

One FLES partner can keep score on the blackboard, or a child may be chosen (a child who has been absent and therefore does not know the material, or a child who is so advanced that his presence on one of the teams would be unfair).

A tic-tac-toe drawing can be used for score keeping. (Teams will be named Cercles, Croix/ Equis, Cero/ Kreis, Kreug). Draw a tic-tac-toe design on the blackboard and explain that if the first child on the "X" team answers correctly, he can put an "X" on the tic-tac-toe board. Then the "O" team takes a turn. An "O" or an "X" will be erased by the opponents if a child on that team speaks out of turn! If neither team gets a three-in-a-row tic-tac-toe, the team with the most blocks marked wins the point.

"La dame et le dragon"/ "La dama y el dragón"/ "Die Dame und der Drache" is a 7-point game. Draw a stick-figure woman on the board with 7 ropes around her and a dragon separated from her by 7 waves. If a "dragon" answers correctly, he can erase one wave. If a "lady" answers correctly, she can erase one rope. (Note: a longer game can be played if there is no score for a correct answer but a penalty for an incorrect answer: if a "dragon" answers incorrectly, a lady can erase one rope).



The "hangman" drawing [#10.58] can be used to score losing points. If, for example, you have a number-writing competition, two opposing team members stand behind a designated line. When you say "deux/ dos / zwei," they run to the board to pick up the chalk and write "2." The one judged first in completing his number correctly and putting the chalk into the tray, may add a penalty line to the opponents' "hangman" drawing.

A metal baseball scoreboard with magnetic pawns (G961) can be used. The child "at bat" pulls a card to indicate whether the pitch is to be a single (1 point), a double (2 points), a triple (3 points), or a home run (4 points). If he answers correctly, he and other team members on base advance accordingly. If he misses, his team has one out. (A 4-point question is more difficult than a 1-point question.)

A metal "Peanuts" board with magnetic pawns (G961) can be used for scoring in other games in which some questions count more than others.

A complicated relay game called "Le Jeu de l'Oie/ El juego del ganso/ Gänsespiel" is a vocabulary review. Use the "Peanuts" scoreboard (G961), 2 pairs of dice, two magnetic pawns, and 2 sets of questions (easy and hard)! Each partner works with a team. The first team member of Team A rolls the dice and gets a 4. Ask him an easy question. If he answers correctly, the Team A pawn goes on space 4. If the second team member rolls a 3, ask him an easy question. If he answers it correctly, his team's pawn is moved to space 7. If he misses, the pawn is moved back 3 spaces (to 1). "Hard" questions start after space 25 ("De quelle couleur est ce crayon?/ ¿De qué color es este lápiz?/ Welche Farbe hat der Bleistift?" --"Il est vert/ Es amarillo/ Er ist grün"). The first team whose pawn crosses the finish line wins.

## CHAPTER 6

## READING

Although FLES/FLIC instruction is basically aural/oral, children may begin to see written words after they have learned to pronounce them. Classroom objects can be labeled. As described in the chapter on clothing, labels for bulletin board pictures can be posted for review at the end of the class and removed, shuffled, and distributed to children for a matching exercise at the beginning of the next class.

Give each child a piece of paper which has the name of an animal written at the bottom in F-S-G (le chien; el perro; der Hund). The child should draw the object and sign his name (in F-S-G, of course). These may be displayed on the bulletin board.

A "reading" exercise involving "candy hearts" may be used on Valentine's Day: distribute F-S-G paper "candy hearts" (French - B159; Spanish - B353; German - B550), When you say "Embrasse-moi/ Bésame/ Küss mich," the child who has this heart should be able to recognize it. He raises his hand and shows the heart while you repeat the expression and direct the class in choral repetition. Then tell them what it means!

"Word scramble" puzzles (French - B196; Spanish - B380; German - B572) may be used for team competition after a song has been learned: 1) Write the song words on the blackboard and "read" them. 2) Erase the first line. 3) Distribute two identical unopened packets containing the words to this line on separate cards and give a signal for the representatives of each team* to open the packet (Un, deux, trois, allez!/ ¡A la una, a las dos, a las tres, y chas!/ Auf die Plätz, Achtung, fertig, los!) 4) Each competitor quickly spreads out the cards on a table top. The team who first arranges the words in proper order wins the point. (Each FLES partner should monitor one team.) 5) Then the second line is erased, and the second "word scramble" packet is given to the next two competitors.

On the last day of the semester, review booklets containing song words and vocabulary items can be prepared as an attractive hand-out (see samples in B769), or children can prepare their own workbooks by copying words from the board. (FLES partners must check these carefully!)

From time to time, children may enjoy seeing F-S-G cartoons (French - B185; Spanish - B382; German- B560), greeting cards (French - B158; Spanish - B364), comic books** and story books (C), and magazines (N) from the FLES collection, even if they do not understand all the words.

If an overhead projector is available, transparencies of cartoons (French - B171, B172; Spanish - B366), Mother Goose Rhymes (French - B173); or short stories (French - B169; B170; Spanish - B366) can be used so that the class can read them together. Slide a cover sheet down as you read aloud to help the children follow the words.

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*If the class is small, this competition can be a group effort with 5-6 team members standing at a table and working together to arrange the cards.

**See S451 for tape recordings of Beto el recluta and Popeye el Marino.

Filmstrips may be co-ordinated with reading for "The Three Bears" (X967) and "Red Riding Hood" (X765). First teach a few basic words: Father Bear, Goldilocks, the big chair, the middle-sized chair, the little chair, the bed...)*. Then play the tape and the filmstrip to let the children hear the whole story.** Then distribute copies of the script (or show a transparency, using the overhead projector) and play the tape, stopping after each sentence. You may want to let a different child "read" each sentence. Clarify the meaning occasionally. Then show the filmstrip again without using the printed text.

A "test" can be arranged by underlining some words on the printed text and asking the children to match these words with pictures or a list of English definitions. It is also possible to print the text with blanks in it, listing the missing words at the bottom of the page. The children should be able to locate the right word and copy it.

Another test may involve reading if the children have seen the written words for clasroom objects. List the F-S-G words alphabetically on the board or at the side on their test sheets. Then as you show item #1, (the ball-point pen), the children should put #1 beside the correct word (le stylo/ la pluma/ die Feder).

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*Felt cut-outs are available (B751) for use with felt board (G953).

**The Dukane projector activates the filmstrip with signals on the tape. On the Bell and Howell projector, the filmstrip needs to be advanced manually.

## CHAPTER 7

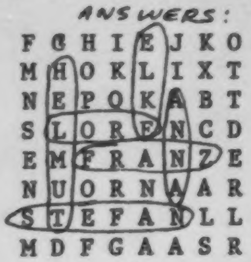
## WRITING

Writing can conveniently be limited to copy work in the early stages of foreign-language learning. "Seek-and-find" and crossword puzzles are excellent.* An alphabetical reference list of German names is given on one side of the page. For example, these six names are in both puzzles:

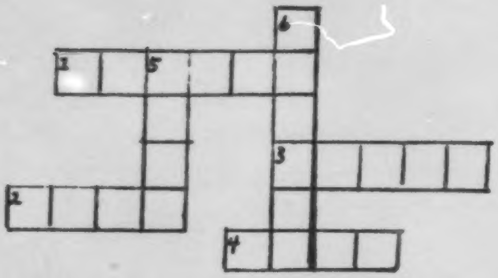
ANNA
ELKE
FRANZ
LORE
HELMUT
STEFAN

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | G | H | I | E | J | K | O |
| M | H | O | K | L | I | X | T |
| N | E | P | Q | K | A | B | T |
| S | L | O | R | E | N | C | D |
| E | M | F | R | A | N | Z | E |
| N | U | O | R | N | A | A | R |
| S | T | E | F | A | N | L | L |
| M | D | F | G | A | A | S | R |

ANSWERS:



| | | | | | | | |
|---|---|---|---|---|---|---|---|
| F | G | H | I | E | J | K | O |
| M | H | O | K | L | I | X | T |
| N | E | P | Q | K | A | B | T |
| S | L | O | R | E | N | C | D |
| E | M | F | R | A | N | Z | E |
| N | U | O | R | N | A | A | R |
| S | T | E | F | A | N | L | L |
| M | D | F | G | A | A | S | R |



1. HELMUT
2. ELKE
3. FRANZ
4. ANNA
5. LORE
6. STEFAN

If labels have been used for teaching clothing, a matching exercise can be done in writing. Ten objects are pictured, and ten (or more) words are listed alphabetically at the bottom of the page. The children select a word from the list and write it in the blank beside the picture. **

Jumbled letters can be unscrambled, as in these French animals. The words "souris" and "vache" would be included in an alphabetical reference list on the page:

SSROUI ____________
HVCAE ____________

The "hangman" game provides spelling practice for names (see Chapter 10, "Name Tags and Name Games").

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*"Seek-and-find" and crossword puzzles may be duplicated from originals in folders B184 (French), B379 (Spanish), and B574 (German).

**See samples for French-B186, B188; Spanish- B381, B383; German- B575, B577.

For French or Spanish, a more sophisticated writing exercise involves agreement of adjectives. A picture of Jacques and Jacqueline (or Juan and Juanita) is drawn and colored. A color key chart is shown at the bottom of the page (children are told to color the first block yellow ("jaune," "amarillo") and the second block green ("vert," "verde").

After the children color the clothing in the picture, they fill in the blanks:

La falda de Juanita es __(amarilla).__

Les chaussettes de Jacqueline sont ___(vertes)_____.

Older children (fifth and sixth graders) like to keep notebooks. They can copy vocabulary words from the board (be sure to check them!).

Greeting cards can be made on which the children draw pictures and copy phrases from the board:

Birthday - Bon anniversaire/ Feliz Cumpleaños/ Herzliche Glückwünsche (zum Geburtstag)

Get well - Remets-toi vite / ¡Qué te mejores!/ Gute Besserung!

Christmas - Joyeux Noël et Bonne Année/ Felices Pascuas y Próspero Año Nuevo/ Fröhliche Weinachten.

Valentine's Day - Je t'aime beaucoup, maman (papa, grand-mère, grand-père)/
Te amo mucho, mamá (papá, abuelito, abuelita/
Ich liebe Dich sehr, Mutti (Vati, Opa, Oma).

A "write your own" Bingo game can be played. Instruct children to draw nine large squares on a sheet of paper and choose nine objects from a list on the blackboard (animals, clothes, professions, foods, etc.) and fill in the nine squares for a Bingo game. Then you will call at random from the list. Bingo will be three-in-a-row items vertically, horizontally, or diagonally. For example, objects from Mickey Mouse's drawstring bag (V834) may be used, as in this Spanish example:

| | | |
|---|---|---|
| el bóligrafo | el peine | el sobre |
| el sello | el pañuelo | la llave |
| las gafas de sol | el cepillo dental | el reloj |

# CHAPTER 8

## TESTING

During class, the partner who happens not to be teaching at the moment should be attentive to notice which children respond correctly. A simple "0" or "+" beside the child's name on the class roll is a quick reminder that some children need to be called on again after more drill on the material--and a quick check to make sure that you call on different children.

A team competition can be a pleasant test of "passive" skills. Divide children into two or three teams. Team members line up. In the front of the class, display pictures or test items. Review them with choral repetition. As the first child in the line for Team A steps forward, say "the rabbit." The child must touch the correct object to identify it.

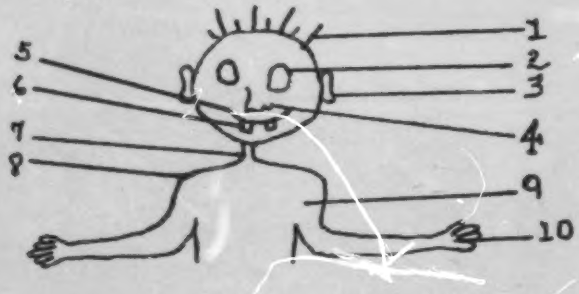
Formal tests* of aural comprehension may include:

a. True-false: Show a cat and say "This is a horse."

The true-false test can be written (the children will number to 10 and put "+" or "0" beside the number of each statement) or active (using the true-false chair competition described on page 19.

b. Identification by number: Line up pictures of six foods on the chalk tray with a number written above each one. As you pronounce the word "pineapple," the child writes the number 5.

In like manner, a simple chalk drawing of a little man can be used for identification of the parts of the body.**



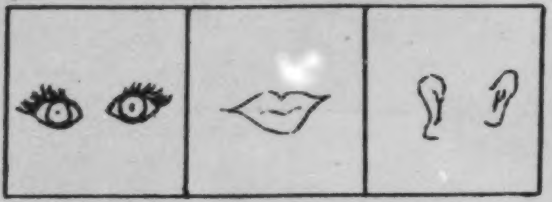
As you pronounce "the teeth," the children choose #6 and write it on their paper.

---

*For your own information, you should summarize the whole class' response to each question on a formal test (10 answered #1 correctly; only 2 answered #2 correctly) so you will see where overall strengths and weaknesses are: if 90% of the children miss the same question, you need to review this material!

**Numbered Pink Panther hand-outs (B791) can be used for a parts-of-the-body aural comprehension test.

c. Multiple choice. The children's test sheet (or an overhead transparency) shows three pictures. As you say: les yeux/los ojos/ die Augen, the child circles the correct picture:



d. Draw the object: You say "assiette/plato/Teller" and the child draws a picture of a plate.

e. French ⟶ English: Say a word in French and ask the children to write the English meaning (e.g., you say "mercredi" and the child writes "Wednesday").

When labels have been used for objects, reading can be tested:

a. For example, you can show a picture of a loaf of bread. The child should circle the correct word:

| | | |
|---|---|---|
| pain | pan | Brot |
| lait | leche | Milch |
| fromage | queso | Käse |

b. Have children draw lines to connect pictures and F-S-G words on their test papers (see samples in French-B186, B188; Spanish, B381, B383; German, B575, B577).

c. Ask the child to circle all the objects of clothing in this list:

| | | |
|---|---|---|
| un canard | un pato | eine Ente |
| une jupe | una falda | ein Rock |
| une chaise | una silla | ein Stuhl |
| une ceinture | un cinto | ein Gürtel |
| une chaussette | un calcetin | ein Socke |

To test "active" speaking skills:

a. Pass a "Spin-the-wheel" vocabulary card (B783) down the row, using a different vocabulary plate for each row. The child spins the wheel and identifies the object pictured: "C'est une assiette/ Es un plato/ Das ist ein Teller.

b. Use the Pink Panther poster (V835) and point to a part of the body, asking "Qu'est-ce que c'est?"/ ¿Qué es?/ Was ist das?"

c. Ask questions which require complete-sentence answers: What is your name? How old are you? What time is it? Where is papa? (show picture of papa in the living room) Where is the cat? (show picture of cat in box) What is Simon doing? (show picture of Simon dancing).

d. Correct the false statement. You say "Bananas are red." The child should say, "Bananas are yellow."

e. "Before" and "after" questions: You say "August" and the child says "July" and "September."

f. Team competitions (see Chapter 5).

g. An excellent oral test is a tape recording. Remind the children that they must be very quiet. You can have them count in order (first child 1-5; second child 6-10; etc.) or answer random questions. Re-wind and play the tape back, stopping to correct errors. (During the taping and re-winding, your partner will mark each child's "grade" beside his name on the class roll).

For a limited writing test: if children have learned to spell words, test items may include fill-in-the-blank-letters. Show a picture of a horse (or say the word in F-S-G). The child fills in the missing letters:
un c _ _ _ _ _/ un c _ _ _ _ _ _ _ / ein P _ _ _ _

# CHAPTER 9

## LESSON PLANS

A rough outline of the semester's classes can be sketched on the general planning sheet. It is important to choose materials appropriate to the grade level and interests of the children; to vary each lesson's activities; to review old material in a new format; and to put it all together into an imaginative, logical, meaningful sequence. During the first three weeks of the semester, before FLES/FLIC classes begin, you should read old reports, browze in the FLES room, and sign up to reserve materials for specific dates.*

Before each class, team members should discuss more detailed plans (and alternate plans), and prepare duplicated materials, check out items from the FLES collection, and decide who will do what so that there will not be last-minute confusion. Both partners need to be familiar with the plans, in case one has to be absent at the last minute. Materials from the FLES room should be picked up right before class and returned right after class (even if you plan to use them again), because someone else may need them. Right after each class, the day's log should be written with comments about the effectiveness of the class. Adjustments should be made in the next day's lesson plan if some material needs to be reviewed, or perhaps if a new teaching idea seems better than the previous plan.

It is good psychology to let the children know what they should try to accomplish during the semester. You may want to make a poster with all of the children's names and a block where a star can be attached when each child reaches each goal:

| | Marie | Suzanne | Gérard | |
|---|---|---|---|---|
| 1-10 | | | | |
| Colors (red circle, green circle) | * | * | | |
| Song: "Un Kilomètre à Pied" | | * | | |
| Clothes<br>(show pictures) | | | | |
| | | | | |

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*As a courtesy to other FLES/FLIC participants, you should erase your name from the sign-up card if you change your plans later and decide not to use the object!

Although there is no set formula for planning lessons, it is recommended that Ⓘ and Ⓤ activities precede Ⓢ exercises. Ⓡ and Ⓦ activities should come later (see page 7).

A sample outline of the first three lessons of a 15-minute beginning French class for third-graders is given here. Alternation of teaching partners is shown.

FIRST CLASS

First Partner

Ⓘ 1. Say "Bonjour, mes amis" and teach them to respond "Bonjour, mademoiselle (madame, monsieur)."

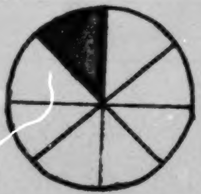
Ⓘ 2. Ask whether anyone knows a French word or song.

Ⓒ 3. Ask whether anyone can find France on the world map (Z840) or globe (E951). Explain how "France" is pronounced.

Ⓒ 4. Explain that French is also spoken in parts of Canada, Louisiane; in parts of Afrique (Benin, Gabon, Mali, Niger, Sénégal, Cameroun, Côte d'Ivoire, Haute Volta, la République Centrafricaine); in Suisse; in Belgique; in Tahiti; in Haïti...

Ⓒ 5. Older children may be interested in F-S-G settlements in South Carolina (V839): Abbéville and Bordeaux, both settled in 1764.*

Ⓒ 6. In the world today, English is spoken by only 1/8 of the world's people:



Ⓒ 7. Ask the name of the U.S. National Anthem. Explain that the French national anthem is "La Marseillaise." Play one chorus of it (T39 in S254 or T135 in S257).**

Second Partner

Ⓒ 8. Ask what colors the American flag is. Explain that the French flag has the same colors, except that the French say "blue, white, red." Show a French flag (B154) and teach these three colors with choral and individual repetition. Have the children stand if they are wearing something "blanc."

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*Two Spanish settlements--Punta de Santa Elena (1520) and San Miguel de Gualdape (1526) were attempted on St. Helena's Island and on the Waccamaw River, near Georgetown. Two German settlements may be pointed out--Saxe Gotha, 1737 (now Lexington) and Walhalla (1850).

**Use your own blank tape to have a tape made from the FLES collection the day before your class. The FLIC assistant will do this for you. You may borrow a tape recorder (S956).

Ⓘ 9. Explain that you have made name tags with French names for the class. (You have color-coded them according to a seating chart: all boys' tags have a map of France design (B177); all girls' tags have a fleur-de-lys design (B178). Tags for row 1 are blue; row 2, white; row 3, red; row 4, yellow....) Quickly distribute tags (both partners) according to the color/design code, holding the tags instead of the strings. First ask the children to them to write their real names on back. Then tell them to look at their new names. As you go down the row, pick up each tag and say the name (with choral repetition). After the child's name is pronounced, he should put his tag on.

10. A few names can be reinforced with more repetition, but basically you will wait till the second and third classes to drill on names.

### First Partner

Ⓘ Ⓢ 11. Explain that "Jacques" is a popular boy's name and that the French sing, "Are you sleeping, Brother James?" (not John). Play the tune (on the Tote-a-tune piano - S952) or tape recorder (S956; Tape 38 in S254) or sing it. Then pronounce the first line rhythmically ("Frè-re" has two syllables in the song). Have the boys say the words after you chorally. Choose one girl to say the first line alone. Introduce the second line, with choral and individual repetition. Go back to line one and do the first two lines. Then present line 3 and drill. Next, explain that the sound of bells ringing is DINN, DIN (nasal), DON (nasal). Then have them listen while you say all 3 lines rhythmically. Then let them try singing with you. If they have trouble, repeat the rhythmic spoken drill. Try the song as an echo:

Boys: Frè-re Jac-ques
Girls: Frè-re Jac-ques
Boys: Dor-mez-vous?
Girls: Dor-mez-vous?
Boys: Son-nez les ma-ti-nes
Girls: Son-nez les ma-ti-nes
Boys: Dinn, din, don!
Girls: Dinn, din, don!

### Second Partner

Ⓘ Ⓤ 12. Demonstrate the numbers 1-5 by counting on your fingers, beginning with the thumb. Have the children imitate you. After several repetitions, say "4" and have the children hold up 4 fingers.

13. If the numbers 1-5 go well, go on with 6-10. Then review 1-10.

### First Partner

14. Review "bleu, blanc, rouge."

Ⓢ 15. Have the children take off name tags and put them on their desks. Your partner collects them while you review "Frère Jacques" again and sing it as an echo (beginning with the girls this time).

Ⓘ 16. Say "Au revoir, mes amis." Instruct them to respond "Au revoir, mademoiselle (madame, monsieur)."

## SECOND CLASS

### Second Partner

Ⓢ 1. "Bonjour, mes amis." ("Bonjour, mademoiselle.")

2. Distribute name tags. They are grouped by colors, so you may quickly pass the blue ones down the first row without calling names in English or French.

Ⓘ Ⓤ 3. Show the French flag (B154) and review these 3 colors. Have everyone wearing "bleu" stand. Show 3 more colors: vert, jaune, gris. Have children stand as you call the color of their name tag: "Jaune, debout."

### First Partner

Ⓘ Ⓢ 4. Have the children in row 1 stand. Pronounce each name and have the class repeat chorally. Have each child introduce himself to the class by saying "Je m'appelle __________." As each child finishes, he sits down.

Ⓢ 5. Review the words to "Frère Jacques" by saying them rhythmically with choral repetition. Have the children in rows 2 and 4 stand and sing it (row 2 begins and row 4 echoes).

### Second Partner

Ⓤ Ⓢ 6. Review the numbers 1-5, using fingers--first in numerical order, then out of order. You count and they repeat chorally; you hold up 2 fingers and say "deux" and they repeat chorally; you say "cinq" and they hold up five fingers; you hold up four fingers and call on a child to say "quatre." Then go through similar review with the numbers 6-10.

Ⓢ 7. Call the children in row 1 to the front of the room and give each one a number card (E734.). When you say a child's name, he holds up his card. Call on a child in the class to say the number of this card.

Ⓢ 8. Explain how to play "Blast-off" ("Feu!"). All children stand, but during the count-down, they lower themselves gradually into a crouched position so that they can spring up on the word "Feu!" Your partner holds up number cards to show the terminal number at each stage of the count-down: 1-2-3-4-5-6-7-8-9-10; 1-2-3-4-5-6-7-8-9; 1-2-3-4-5-6-7-8 ....

### First Partner

Ⓘ 9. Have the children in row 2 remain standing. Call attention to the fact that their name tags are blanc. Pronounce each child's name with choral repetition.

Ⓢ 10. Ask the children to take off their name tags and put them on their desks so that your partner can collect them. Let rows 3 and 5 stand to sing "Frère Jacques" with row 5 "echoing."

Ⓢ 11. "Au revoir, mes amis." ("Au revoir, mademoiselle.")

## THIRD CLASS

### First Partner

Ⓢ 1. "Bonjour, mes amis." ("Bonjour, mademoiselle.")

Ⓘ Ⓢ 2. Present a dialogue with your partner, shaking hands:

First Partner: Bonjour, mon amie.
Second Partner: Bonjour, mon amie.
First Partner: Ça va?
Second Partner: Ça va très bien.

The children can probably guess what you've said. Remind them that you've been saying "Bonjour, mes amis" at the beginning of each class.

Now explain that you and your partner are going to sing an "echo" song (S258):

First Partner: Bonjour, mes amis, Bonjour, mes amis, Ça va?
Second Partner: Ça va très bien. Bonjour mes amis, bonjour, mes amis, Ça va?
First Partner: Ça va très bien.

Say the words of the first phrase in rhythm and have them repeat. Repeat "Ça va" and "Ça va très bien."

Divide the class into half and explain that the first half will sing with you and the second half with your partner. Demonstrate again with your partner while they listen. Then try it with the children. If it doesn't go well, say the words in rhythm chorally together with your half of the class (and let your partner's group come in at their cue). Sing it again.

3. Pass out name tags quickly by color-coded rows, without pronouncing names.

ⓤ 4. Have children stand as you call the color of their name tag.

Ⓘ 5. Have the children in row 2 stand. Pronounce each name and have the class repeat chorally. Do a "chain-reaction" introduction. Ask the first child, "Comment t'appelles-tu?" ("Je m'appelle _____.") He then turns to the second child and asks the question. The second child answers and turns to the third child....

## Second Partner

ⓤ 6. Review the numbers 1-10 by holding up your fingers and asking one child "Combien?" ("huit").

Ⓢ 7. Play one round of "Blast-off."

ⓤ 8. Introduce the numbers 11-15 by writing the Arabic numerals on the board and pronouncing the numbers with choral repetition. Call a child to the front and give him a piece of chalk. Ask him to circle the number that you say. (Say "quatorze").

ⓤ 9. Tell the children to sit on the edge of their seats. Write the number 7 on the board and explain that the French make the number 7 with a bar line. Explain that you are going to say several numbers and that they are to pop up like a Jack-in-the-box on the number 7. (Say "deux, dix, douze, sept").

## First Partner

Ⓢ 10. Ask the children to take off their name tags and put them on the desks so that a volunteer can collect them while the class tries to sing "Frère Jacques" as a two-part round (you will direct half of the class and your partner the other half). Instruct the children to sing it through three times.

Ⓢ 11. "Au revoir, mes amis." ("Au revoir, mademoiselle.")

For the fourth class, you would plan to:

Ⓢ 1) Introduce "Un Kilomètre à pied." (Later, random numbers will be substituted--"Treize Kilomètres à pied"; "Six* Kilomètres").

Ⓘ 2) Teach number 16-20.

ⓤ 3) Do a dot-to-dot drawing for numbers 1-20 (B766).

Ⓘ 4) Introduce rose, violet, noir, and marron. Use the clown poster (V800).

Ⓢ 5) Sing "Frère Jacques" as a three-part round.

Ⓢ 6) Use the "chain reaction" for names on row 3.

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*Remember that the final consonant is silent before a consonant in "Cin~~q~~ Kilomètres; Si~~x~~ Kilomètres; Hui~~t~~ Kilomètres; Di~~x~~ Kilomètres."

On the last day of class, you may want to give a review booklet (see samples in B769) or a certificate:

CERTIFICAT D'ÉTUDES
FRANÇAISES

ÉLÈVE ________
ÉCOLE ________
DATE ________
{INSTITUTEUR
{INSTITUTRICE ________

CERTIFICADO DE ESTUDIOS
ESPAÑOLES

ESTUDIANTE ________
ESCUELA ________
FECHA ________
{MAESTRO
{MAESTRA ________

ZEUGNIS IM DEUTSCHEN

{SCHÜLER
{SCHULERIN ________
SCHULE ________
DATUM ________
{LEHRER
{LEHRERIN ________

With good planning and careful review throughout the semester, you and the children will have a real sense of accomplishment, and they will look forward to the time when they will have foreign-language lessons again.

## CHAPTER 10

## NAME TAGS AND NAME GAMES

Name tags help you learn to identify the children quickly and give the children a chance to learn some F-S-G names. Most children enjoy their names, but you should be prepared to offer a substitute name if a child is not happy with the F-S-G name which he gets.

If the children are four, five, or sometimes six years old, there may be an identity crisis which would make it unwise to use F-S-G names!

### CHOOSING NAMES

F-S-G names are listed on pages 72, 82, 89 *. After you get a class roll and seating chart , choose boys' and girls' names. In the first class, each child will simply draw a name tag from each pile and write his real name ("John Jones") on the back.

Color coding by seating chart will help in quick distribution.** All tags for the first row may be red, with different shapes for boys and girls. This system will also allow for instant team designations. Shapes may be an outline map of a country, a fleur-de-lys, a sombrero, a Volkswagen....

You need a name tag, too!

### MAKING TAGS

For sample name tags, see J809. Name-tag materials (construction paper, rug yarn, scissors, hole puncher, hole reinforcements, magic markers) are in cabinet H. Be conservative (half a sheet of paper per tag), but print the names in LARGE letters so that you will be able to read them.

For older children, you may make semi pre-fab tags with strings attached, outlining their F-S-G names in pencil in LARGE letters for them to trace in crayon. (Be sure to check with the regular classroom teacher in advance to have crayons readily available). As soon as each child receives his name tag, he should write his American name on the back and then choose one or two crayons to trace the letters outlined in pencil.

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*All of the names are pronounced on tape: French - T110 in S251; Spanish - T55 in S453; German - T24 in S651.

**Strings tangle less if you hold the tags, not the strings, while distributing and collecting them.

## DISTRIBUTING AND COLLECTING TAGS

Whatever the age-level or group size, distributing name tags should not take up the whole period! Perhaps the regular classroom teacher will keep the tags for you and distribute them before each class, or (in FLIC) you may put them on the children's desks before each class.

At the end of the class, ask the children to take their name tags off and put them flat on their desks. Let your partner collect them while you keep the class busy with singing or listening to a tape or reviewing numbers chorally.... You may decide to let two children take up the tags for you while you and the class count chorally to see how long it takes them!

## NAME PRONUNCIATION DRILLS

① For FLES beginners, learning to pronounce their new names takes time. If the class is large, you may want to distribute the tags rapidly (using American names); then pronounce each F-S-G name briefly; and finally, drill on only six names:

--The six children stand facing the class.
--All children repeat one name after you chorally; then you call on one child to say it alone. Continue.

⑤ 10.51 In the second class, point to one child and say "Debout/Levántate/ Steht auf." Pronounce his name and have all children repeat. He remains standing at his seat while you have five others stand. Then review by asking, "Qui est-ce?/ ¿Quién es éste (ésta)?/ Wer ist das?"* You may then want to ask for a volunteer from the class to say all six names.

⑤ 10.52 "Chain-reaction": Ask the children in the first row to stand. Shake hands with the first child and ask, "Comment t'appelles-tu?/ ¿Cómo te llamas?/ Wie heisst du?" He answers "Je m'appelle ______./ Me llamo ______./ Ich heisse ________." Then he turns to the next child, shakes hands, and asks the question. Then all of them take off their name tags and remain standing. Point to a child in the first row and ask a child in the second row: "Comment s'appelle ce garçon?" ("Il s'appelle ______) /¿Cómo se llama este chico? (Se llama ______) / Wie heisst _______? (Er heisst ______)."

⑤ 10.53 After several classes, try a "fruit basket turn-over" dialogue: Distribute 10 tags to the wrong children. The child who has the tag goes to its owner and asks - Comment t'appelles-tu? /¿Cómo te llamas?/ Wie heisst du?
Owner - Je m'appelle ______. /Me llamo ______. /Ich heisse ______.
First child - Voici ta carte. /Aquí está tu letrero. / Hier ist dein Namenskärtchen.
Owner (takes tag) Merci beaucoup./ Muchas gracias./ Danke schön.
First child - De rien. Au revoir. / De nada. Adiós. / Bitte schön. Auf Wiedersehen.

---

*To use éste and ésta in Spanish, the speaker must be touching the person.

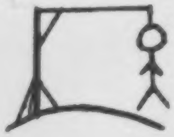
Ⓢ 10.54 A-E-I-O-U is a counting-out game which can be introduced with the question "Comment t'appelles-tu? /¿Cómo te llamas (tú)? /Wie heisst du?" The child who is "it" counts down the row on each word: "A-E-I-O-U, Comment t'appelles-tu?" The person who answers gets to count out next, starting with the child to his right. (Later the game can be expanded to ask other questions: "Quel âge as-tu? /¿Cuántos años tienes (tú)? /Wie alt bist du?" or "Comment vas-tu? /¿Cómo estás (tú)? /Wie geht's?")

Ⓢ 10.55 Later in the year, blindman's bluff can be played. Blindfold the child in the center, who stands still while the other children sing and march in a circle around him. When the singing stops, the blindfolded child goes to any child, feels him, and asks: "Es-tu Pauline? /¿Eres tú Alicia? /Bist du Trudi?" Answer: Non, je ne suis pas Pauline (or) Oui, je suis Pauline. /No, yo no soy Alicia, (or) Sí, yo soy Alicia. /Nein, ich bin nicht Trudi (or) Ja, ich bin Trudi.

Ⓡ 10.56 A "Seek and Find" puzzle or a crossword puzzle can be prepared for all (or some) names. Print the names at the bottom of the puzzle. This can be handed out near the end of class, and children can start work on it while name tags are collected. They may continue working on it after you leave.

Ⓦ
Ⓢ 10.57 With older children, F-S-G names can be reviewed by alphabet practice. It would be confusing to do this too soon, but after a couple of semesters of FLES, children should be introduced to the pronunciation of the F-S-G alphabet. Spell one name and see whether that child recognizes it. Or ask a child to spell his own name (help him and have the class repeat).

Ⓦ 10.58 Names may be spelled in the team game Le Pendu /El ahorcado / Der Henker. The teacher draws one name secretly from the pile of name tags and writes up a blank for each letter (if the name is "John," ___ ___ ___ ___). A member of Team I guesses a letter ("A"*). Since this letter is not used in the word, Team I is "penalized" as one line is drawn to begin the picture.** The letter A is written on the board in a spot for rejected letters. A separate drawing is begun for Team II when an inappropriate letter is suggested. The game continues until the hangman picture is completed for one team, and the OTHER team wins. This may continue for several class periods.



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*The letters of the alphabet should be pronounced in F-S-G, but this can be done by the teacher after a child has written his suggested letter on the board. For pronunciation of the Spanish alphabet, see tape T-55 in S453.

**The scaffold is drawn initially and six lines are added in order as errors are made: head, back, left arm, right arm, left leg, right leg.

# CHAPTER 11

## NUMBERS

(For a review of the pronunciation of numbers 1-100, see: French - T110 in S251; Spanish - T44 in S453; German - T24 in S651.)

Ⓘ ⓤ 11.01 Introduce only five or six new numbers in one class period. Encourage children to count on their fingers* with you. After counting consecutively several times (with choral and individual repetition), ask children to hold up fingers for numbers which you say OUT OF CONSECUTIVE ORDER.

Ⓘ 11.02 Call five children to the front of the class (Jeanne, viens ici./ Juana, ven aquí** / Johanna, komm her) and give number cards (E734) in order, saying "1" (class repeats chorally and you call on one child alone), "2, 3, 4, 5." Then mix the children up and pronounce (chorally and individually) "3, 5, 1, 2, 4."

Ⓢ 11.03 Show an object (a flag) to the whole class and explain that one person, who is "it," will go outside while the class hides the object. When "it" returns, the class will help him by counting softly or loudly. (This can be done by singing a song, too.) If the children can count only to 10, start over and over until the object is found.

ⓤ 11.04 "Jack-in-the-Box": Have all children sit on the edge of their seats. Write an Arabic numeral on the blackboard ("8"). They must stand when you say it ("3, 9, 4, 8...").

ⓤ 11.05 A team relay can be done by dividing children into two or three teams (Give them F-S-G names: the ducks, the frogs, and the sheep!). Each team lines up behind a mark on the floor three feet from the blackboard. You explain that when you call a number, the first team member must run to the board, pick up the chalk, write the Arabic numeral, and put the chalk in the chalk tray before his opponent does. After each turn, the participating children go to the back of the line. (Your partner keeps score.)

ⓤ 11.06 Distribute numbers (E734) but not name tags. As you call the numbers in random order, the child holding the number called stands and gives the number card to you. The other children say his F-S-G name. (Your partner may need to help you remember the numbers which have not been called.)

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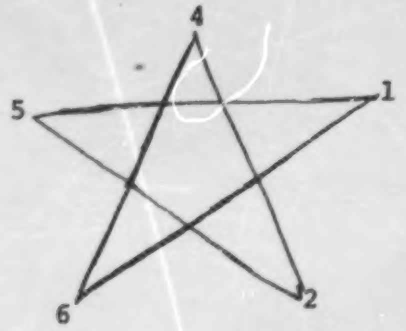
*In French and German, count on fingers beginning with the thumb as 1, add index finger as 2, etc. When you write the arabic numerals 1 and 7, be sure to point out the difference from the American way of writing them.

**In Spanish the appropriate gesture for "come here" is similar to the English "good-bye." The Spanish "good-bye" is a wave of the hand from side to side.

ⓤ 11.07 Each child may be given a dot-to-dot picture to do as you call the numbers (but the numbers will not be in consecutive order!). Be sure to explain this before distributing sheets, or children will assume that it's a "normal" puzzle. For the drawing below, tell them to start at 6--then draw a straight line to 4--then to 2--to 5--to 1--and back to 6. Say each number--children repeat--pause--your partner writes the Arabic numeral on the board. Go on to the next number.



Other dot-to-dot drawings (for turtle, valentines, Christmas tree, etc.) are found in file folder B766.

ⓤ 11.08 Bingo (Loto! /¡Lotería! /Ich hab's!): E676, E705, E709 are regular Bingos with cards and markers. Since these are easily scattered, we recommend another kind of Bingo, in which separate squares are used (E675, E704, E707, E708, E715, E733). Five squares are distributed to each child. As an item is called, he turns over that square. When he turns over all his squares and verifies them by calling them out in F-S-G he is declared winner.

No matter whether you use traditional Bingo cards or separate squares,

a) have one partner distribute materials while the other partner reviews the numbers used.

b) Use a decisive, lively pace for calling. Announce that you will say each number twice.

c) As you say the number the second time, your partner may write the numeral on the board in order to help slow children keep up. (Later on, play the game without this assistance.)

d) Give "cultural" prizes (F-S-G stamps, cartoons, advertisements from F-S-G magazines, balloons with F-S-G slogans.... See "junk" boxes (N) for prizes.

A simplified Bingo game can be played by asking each child to take a piece of paper and write down 5 numbers at random between 1-25. Then as you call numbers at random (list them as you call), he circles his "lucky" numbers. The winner must, of course, call back all five numbers to be checked.

ⓤ 11.09 A simple way to handle numbers 1-100 is to have two sets of little numbered squares (E704 and E715). Give each child 3 (or 4, 5, 6...) You will call from the red set until someone turns over all of his squares.

ⓤ 11.10 For older children, you can dictate an arithmetic problem which they should solve on paper (e.g., 1 + 5, -2, x 3, ÷ 4 = 3.)

ⓤ 11.11 Sets of F-S-G "play money" (B179 - French;* B374 - Spanish; B567 - German) can be distributed. Announce the price of an object of clothing, a food, or a mystery box and see who can give you the correct change first. Other market games can be created.

Ⓢ 11.47 "Red Light" ("Feu rouge / Semáforo/ Rote Ampel") can be played if there is enough floor space. The person who is "it" turns his back and counts "1-2-3-4-5-Red light," whirling around to try to spot anyone who is still moving. The child who is able to get to him first undetected replaces him.

Ⓢ 11.48 For numbers 1-10, a game called "Blast-off" ("Feu!/Lanzada /Abflug) can be used. All children stand and count slowly 1-10, beginning softly but saying "10" forcefully. Repeat 1-9, 1-8, 1-7 .... During the count-down, they lower themselves gradually into a crouched position so that they can spring up on the word "Feu! /¡Lanzada!/ Abflug!" Your partner holds up number cards to show the terminal number at each stage of the count-down: 1-2-3-4-5-6-7-8-9-10; 1-2-3-4-5-6-7-8-9; ....

Ⓢ 11.49 "Buzz" (Toc /Arre /Zack). Count off down the row. Replace the number "5" and multiples of 5 by "Toc /Arre /Zack."

Ⓢ 11.50 Write 10 consecutive numbers on the board (or a series: 20, 30, 40, 50 or 28, 30, 32, 34). Blindfold one child. Another child erases one number. The first child must say the missing number (Qu'est-ce qui manque? /¿Que falta? /Was fehlt?)

Ⓢ 11.51 Using large dice (D719), have the children sit on the floor in two circles, with one FLES partner in charge of each. Each child takes a turn in rolling the die and saying the number. (Before using two dice at a time, be sure the children can add the two!) The command (for one die) is: Jette le dé! /¡Tira el dado! /Roll den Würfel! In order to use numbers greater than twelve, have them multiply the number rolled by 2: Deux fois neuf font dix-huit/ Dos por neuve son dieciocho. /Zwei mal neun macht achtzehn.

ⓤ & Ⓢ 11.52 Numbers can be co-ordinated with name tags by calling five children to the front of the class and giving each a number card (11, 12, 13, 14, 15 from E734). Then ask a child: Qui a le numéro 15? /¿Quién tiene el número 15? /Wer hat Nummer 15? (Answer: Jeannot a le numéro 15. /Felix tiene el número 15. /Klaus hat Nummer 15.)

Ⓢ 11.53 Let one child come to the blackboard and write up any Arabic numeral from 1-10 (1-20, ...). Then he calls on another child to say this numer. The second child writes a new number on the board and calls on a third child to say it.

Ⓢ 11.54 Put number cards (E734, E713, E715) in an envelope. Call on one child to come up, take a card (without letting the class see it), say the number in F-S-G, and call on another child in the class, who must say the number before and the number after this number.

Ⓢ 11.55 Telephone numbers. Ask each child to write his F-S-G name and phone number on a piece of paper (he should make up a number and remember it if he does not have a phone). Collect them and choose a child who will draw a number and dial it on a toy telephone, calling out each digit. As he says, Dring, dring/ R... i... n... g, R... i... n... g/ Kling, Kling, the other child should recognize his number and say, Allô /Bueno (or) diga / Ja, bitte. The dialogue may continue:

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*In pronouncing "cinq francs," "six francs," "huit francs," and "dix francs," the final consonant of the number is silent.

--Allô, François. Ici Michel. /--Diga, Paco. Soy Miguel. /
Ja, bitte. Hier Michael.
--Bonjour, Michel. Comment vas-tu? /Hola, Miguel. ¿Cómo estás? /
Guten Morgen, Michael. Wie geht's?
--Comme ci, comme ça. / Así, así. /So, so.
--Tu vas à la piscine avec moi? /¿Vas conmigo a la piscina? /
Willst du zum Baden mit?
--Mais oui. /Seguro. /Natürlich.
--Bon! Au revoir. /¡Bueno! Adiós. /Gut! Auf Wiederhören.
--A bientôt. /Hasta luego. /Auf bald. (Tschüss)

Ⓢ 11.56 "Allons à la pêche. /Vamos a pescar. / Fischen wir" (E724). Use a magnetic fishing line to pick up numbered fish with paper clips attached. Say the number that you pick up.

Ⓢ 11.57 "Cowboys and Indians" (D725). This game combines numbers and other vocabulary items.* As the dice are rolled, a child counts the board squares, takes a card, and moves to that square if he can identify the object. If he cannot, he subtracts from his original place according to the throw of the dice. Several games can go on concurrently.

Ⓢ 11.58 "Rhythm." Assign a number to each child. All clap hands in a steady 4-4 time. You begin (clap, clap, 1,7**); #7 continues in rhythm (clap, clap, 7, 3), etc. You may need to divide the class into two circles and sit on the floor with each FLES partner leading one circle.

Ⓢ 11.59 Choose one child as your assistant. List 10 consecutive numbers on the blackboard (e.g. 100-110) and announce that you are thinking of one of these numbers. Whisper it to the assistant. The children take turns guessing: the first child guesses "105," but this is not correct, so it is erased from the list. (The child erases wrong numbers as they are called.) The child who guesses correctly becomes the new assistant.

Ⓢ 11.60 Here is a number activity for numbers 10-99. Divide class into two teams of 10 members each. The teams line up on the sides of the room, and each team member gets 2 identical number cards 0-9 (e.g. 0, 0; 1, 1; 2, 2...). For each team a spot at the front of the room is designated as an "answer box." When the caller says "32," each team tries to be first to form the number in the answer box: the child holding a 3 and the child holding a 2 should stand side by side in the "answer box" holding up their cards.

Ⓢ 11.61 For numbers 10-99, use the "Count Dracula" poster (Comte Dracula / Conde Drácula / Baron Dracula (V821). A member of Team A draws two cards and places them into the count's hands. The designated member of Team B must say the number in order to score a point.

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*Food or animal Bingo cards (E702 and E711) or fish (clothes, furniture, transportation objects, etc. from E724) may be used as vocabulary cards.

**#1 is your number; #7 is the number of the child you call on.

Ⓢ 11.62 With small groups, card games can be played.* Using the numbers 2-10, use several decks (E714) and distribute 4 or 5 cards to each child. Use another deck for calling. You may call the suit and the number**, or the color (red or black) and the number, or the number only if you need to simplify the game. If a child has what you call, he turns the card over (he may have two black twos or four twos, in the simplified versions of the game). The first child who can turn all his cards over wins.

Ⓢ 11.63 Go Fishing--Va à la pêche / Róbala /Nimm die Nächste (for two to six people), using playing cards (E714). The dealer distributes five cards to each player and turns the other cards face down. The object of the game is to be the first player to put down two matching pairs of numbers and discard one. Suppose first player is dealt these cards: 5-9-9-2-3. He asks his left-hand neighbor: Donne-moi un deux, s'il te plait. /Dáme un dos, por favor. /Bitte, gib mir eine zwei. The neighbor gives it (Le voici /Tómalo /Hier, bitte) or sends him fishing. After drawing the player discards one card, putting it on the bottom of the fish pile.

Ⓢ 11.64 I Doubt You--Tu triches / No te creo /Das glaub' ich nicht (10 can play). Deal out all the cards except one, which is turned face up. Play begins with it: suppose it is a 6. The first player puts down a 7 (if he has one) or another card--but he says, "7", laying the card face down. Play continues ("8," "9," "10") until one player, convinced that the last one was bluffing, says: Tu triches! / ¡No te creo! ¡Das glaub' ich nicht! If the last player was bluffing, he must take them.*** The first player to get rid of his cards wins.

Ⓢ 11.65 Give 17 francs (pesos, marks) to a child and ask him "Combien d'argent as-tu? /¿Cuánto dinero tienes? ¡ Wieviel Geld hast du? He must answer in a complete sentence. Use currency packets B179 - French; B374 - Spanish; B567 - German.

Ⓒ 11.66 Measure the child using the metric yardstick (E959) or the giraffe poster (V201). Explain meters and centimeters.

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*For all card games it may be simpler to remove J-Q-K-A from the deck. If they are used, the terms are:
J: Valet /la jota /Bube
Q: Dame /la reina / Dame
K: Roi /el rey /König
A: As [as]/ el as /As

** Names of the suits are:
trèfle /trébol /Kreuz
carreau /dimante /Karo
coeur /corazón rojo /Herz
pique /corazón negro /Pique

***The challenger takes the cards if the accusation is false.

Ⓒ 11.67 International telephone codes (B757) may be used for number practice.

Ⓢ 11.90 Other number activities include:

a. a Spanish rhyme:
Uno, dos, tres
Aplaudamos a la vez.
Cuatro, cinco, seis.
Toquemos nuestros pies.
Siete, ocho, nueve,
Nadie se mueve.
Y diez,
Saltemos todos a la vez.

b. French songs:
Un, deux, trois (S258)
Un Kilomètre à pied (T107 in S251)
Encore un Kilomètre (T108 in S251)
Dix petits Zouaves (S258)*

c. Spanish songs:
Dos y dos (T33 in S452)
Diez pequeños indios (T29 in S452)*
Voy a contar (T123 in S458)

d. German songs:
Eins, zwei, drei (S655)
Zehn deutsche Jungen (S655)*

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*Children sit. As you point to a child for each number, he must stand. Then sing the song in descending order, and the children sit down in reverse order.

## CHAPTER 12

## CLOCKS

Time-telling. This should involve hours, half-hours, and quarter-hours only. Set a big clock (F302, V897, V808) for choral drill.

ⓤ 12.01 Distribute individual clocks (D740) for children to set.

ⓤ 12.02 Clocks are used in Bingo game E707. For Bingo rules, see #11.08.

ⓒ 12.03 For Spanish classes, a "talking clock" (F302) is available.

ⓒ 12.04 The siesta in Spanish countries can be mentioned. Around noon each day, schools and offices close for two or three hours, and everyone goes home to have a leisurely dinner and a siesta (nap). So from one to three o'clock nobody does anything except sleep. Children can draw a Mexican sleeping under a sombrero with a sarape or a poncho over his shoulder.

ⓒ 12.05 A German book on the history of clocks (Die Uhr, C513) may be interesting to older children.

ⓢ 12.50 A guessing game involves one child who sets the clock (F302, V807, V808) but does not let the class see it. The child asks someone, "Quelle heure est-il, André? /¿Qué hora es, Andrés? /Wie spät ist es, Stefan?" The child guesses, "Il est sept heures /Son las siete* /Es ist sieben Uhr." Use hours only--no quarter or half hours.) If a child guesses an hour which is too early, say: "Trop tôt /demasiado temprano /Zu früh'"; too late, say: "Trop tard /demasiado tarde /Zu spät." He gets 3 points for a correct guess the first try; 2 points for a correct guess the second try; 1 point for a correct guess the third try.

ⓢ 12.51 Another time-telling game involves pictures (J818):

getting up - 7:00
eating breakfast - 7:30
going to school 8:30
going home - 3:00
going to bed - 9:00

Ask a child and show the picture: "A quelle heure te lèves-tu? /¿A qué hora te levantas? /Wann stehst du auf?" (Answer: "À sept heures / À las** siete /um sieben Uhr."

ⓢ 12.52 A "chain-reaction" time-telling exercise can be used by giving a clock (F302) set at 1:00 to the first child on the row. You ask, "Quelle heure est-il? /¿Qué hora es? /Wie spät ist es?" and the child answers. Then he sets the clock one hour ahead (or 15 minutes, or a half-hour) and passes it to the second child in the row, asking the question.

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*Note: "Es la una" but "Son las dos, etc."

**A la--only with one o'clock.

⑤ 12.53 "Heads or tails." You will announce the time that the train will leave. The child flips a coin. "Heads" (face /cara /Vorderseite) indicates that the child will get to the station a half hour* early (en avance /temprano /frühzeitig). "Tails" (pile /cruz/Rückseite) indicates that the child will be a half hour* late (en retard /tarde / Zu spät). For example, you announce, "Le train arrive à neuf heures. / El tren llega a las nueve. /Der Zug kommt um neun Uhr an." The child flips "heads" and says: "J'arrive à huit heures et demie. Je suis en avance. /Llego a las ocho y media. Llego temprano. /Ich komme um acht Uhr dreissig an. Ich komme frühzeitig an."

⑤ 12.90 Here you may want to teach lullabies and other songs:

a. in French --Fais dodo, Colas, mon petit frère (S258)
--Do, do l'enfant do (round; T142 in S257)

b. in Spanish --Aserrín (T38 in S452)
--Duérmete mi niño (S456)

c. in German --Guten Abend, gut' Nacht (T32 in S652)
--Sandmännchen (S655)
--Abends, wenn ich schlafen geh' (S655)
--Schlaf', Kindchen, schlaf' (T39 in S652)
--Die Uhr schlägt Bumm (T42 in S652)

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*To simplify the game, let the child arrive an hour early or an hour late.

## CHAPTER 13

## COLORS

(For a review of the pronunciation of colors in the masculine form, see French - T110 in S251; Spanish - T55 in S453; German - T24 in S651.)

Ⓘ Ⓒ Simple identification of colors can be taught by showing squares (or circles) of construction paper (B773) or classroom objects (rulers, pencils, books). Show colored flags (B154 - French; B356 - Spanish; B551 - German). Have the children color blank flag outlines (French - B153; Spanish - B357, German - B552) and post them.

Ⓤ 13.01 Ask all children to stand (Debout /levántense /stehen). When you name a color, anyone wearing this color must sit (Bleu, assis / Azul, siéntense /Blau, sitzen.

Ⓤ 13.02 Use a mystery box of various colored objects (E716). You specify to the child: Cherche la couleur bleu /Busca el color azul /Such die Farbe rot.

Ⓤ 13.03 Bingo* can be played with colors (E717) or colors and numbers (E709). You may want to distribute colored candy instead of colored squares.**

Ⓤ 13.04 A clown poster (V800) can be used with colored dots (attached with Plastitak). Ask one child to remove le cercle rouge /el circulo rojo /der rote Kreis. When the clown is "undressed," have the children "dress" him again.

Ⓤ 13.05 Using colored jelly beans**, tell a child: Prends trois bonbons verts /Toma tres dulces verdes /Drei grüne [Bonbons] kannst du haben.

Ⓤ 13.06 Team competition. The two competitors stand behind the "Start line." When you say, "Montre-moi quelque chose de blanc /Muéstrame algo blanco /Zeig mir etwas Weisses" each one tries to be the first to touch an object of that color.

Ⓡ 13.07 After the children can pronounce the colors, they can do "reading" exercises in color-by-number drawings (French - B181; Spanish - B378; German - B573).

Ⓤ Ⓢ 13.51 Call children to the front of the class. Give each one a colored square (E717). Ask: "Qui a le carré marron /¿Quién tiene el papel pardo?/ Wer hat das Braune?" or "De quelle couleur est la carré de Jean? / ¿De qué color es el papel de Juan? /Welche Farbe hat das Viereck von Johannes?" (Answer: "Il est rouge /Es rojo /Es ist rot."

Ⓢ 13.52 Use the mystery box (E716). The child reaches in and pulls out an object and names the color only.

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*For Bingo rules, see #11.08.

**Be sure that no child in the class is diabetic before you use candy!

Ⓢ 13.53 Use the clown poster (V800). The child closes his eyes and pulls out a colored circle. He identifies it and puts it on with Plastitak.

Ⓢ 13.54 The "Fishing" game (Allons à la pêche /Vamos a pescar /Fischen wir - E738) can be used. The child names the color only.

Ⓢ 13.55 Use the spinner (B782)and the Color Wheel (B783).

COLOR AS MODIFIERS

Ⓘ Position and agreement of color adjectives can be drilled with classroom objects, clothes, animals, fruits, etc. If the objects are carefully grouped (drill all masculines together, then all feminines), distinctions in pronunciation will become habitual.

In French, give special attention to vert-verte, blanc-blanche, gris-grise, violet-violette: le (un) crayon vert, la (une) règle verte.

In Spanish, emphasize amarillo-amarilla, negro-negra, rojo-roja, blanco-blanca, anaranjado-anaranjada, rosado-rosada, morado-morada, pardo-parda: el (un) lápiz rojo, la (una) regla roja.

In German, practice is needed in changing from definite (der, das) to indefinite (ein) articles* with adjective agreements:

der grüne Bleistift, ein grüner Bleistift
das blaue Buch, ein blaues Buch

Ⓘ 13.70 An "echo" drill can be used to repeat the color adjective (and learn possessive adjective at the same time). You say, "un crayon vert / un lápiz rojo /ein grüner Bleistift." The children repeat: "mon crayon vert /mi lápiz rojo /mein grüner Bleistift." You say, "Ma règle verte / Mi regla roja /Meine rote Feder" and the children repeat, "Une règle verte / Una regla roja /Eine rote Feder."

Ⓢ 13.71 The "Fishing" game (see #13.54) can be used with a complete sentence for color adjective agreement: "Voici un poisson blanc /Aquí está un pez blanco /Hier ist ein weisser Fisch."

Ⓢ 13.72 Make a collection of classroom objects to use with colors as adjectives. A child reaches into a box and pulls out something. When you ask: Qu'est-ce que c'est? /¿Qué es? /Was ist das? he answers: le livre bleu /el libro azul /das blaue Buch**; la règle jaune /la regla amarilla / das gelbe Lineal ....

Ⓢ 13.73 Use flags: De quelle couleur est le drapeau américain? /¿De qué color es la bandera norteamericana? /Welche Farben hat die amerikanische Flagge?" ("Il est rouge, blanc, et bleu. /Es roja, blanca, y azul. /Sie ist rot, blau, und weiss."

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*Only in the feminine is there no adjective change: die weisse Kreide, eine weisse Kreide.

**Or use the indefinite article: un livre bleu, un libro azul, ein blaues Buch.

Ⓦ 13.80 For advanced writing practice, show the possible spellings of the adjective on the board:

| | | |
|---|---|---|
| blanc | blanco | blauer |
| blanche | blanca | blaues |
| blancs | blancos | blaue |
| blanches | blancas | blauen |

Have the children fill in the blanks:

le crayon _______________; les crayons _________________.
la règle _______________; les règles _________________.

el lápiz _______________; los lápices _________________.
la regla _______________; las reglas _________________.

ein _________ Bleistift; der ________ Bleistift; die _________ Bleistifte
eine ________ Feder; die ________ Feder; die _________ Federn
ein _________ Buch; das ________ Buch; die _________ Bücher

Ⓢ 13.90 Songs involving colors are:

a. French: Chant des couleurs (T40 in S254)
b. Spanish: Colores (T105 in S457 and T125 in S458)
c. German: Der Regenbogen (S655; poster V607)
Grün, Grün, Grün (T30 in S652)

## CHAPTER 14

## CLOTHING

Ⓘ Using real objects of clothing (D701), paper persons with felt clothes (D727 and E677), paper dolls (B361), or pictures (B794 and B796)*, teach several items. A Barbie doll with a limited wardrobe is available (D741). It is advisable to teach all masculine singular items; then feminine singular; add plurals later. (Don't explain masculine and feminine; just say it's different, as in "a train" but "an hour" in English).

Ⓘ Ⓢ 14.01 A "chain-reaction" drill can be used as an object is introduced. Pass an object quickly down the row. Each child answers the question "Qu'est-ce que c'est? /¿Qué es? /Was ist das?" and asks the next child. Change objects for each row.

| | | | |
|---|---|---|---|
| shirt | la chemise | la camisa | das Hemd |
| blouse | la blouse | la blusa | die Bluse |
| buttons | les boutons<br>le bouton | los botones<br>el botón | die Knöpfe<br>der Knopf |
| pocketbook | le sac | la cartera | die Handtasche |
| necktie | la cravate | la corbata | der Schlips |
| umbrella | le parapluie | el paraguas | der Schirm |
| belt | la ceinture | el cinturón | der Gürtel |
| bathing suit | le maillot | el traje de baño | der Badeanzug |
| hat | le chapeau | el sombrero | der Hut |
| dress | la robe | el vestido | das Kleid |
| raincoat | l'imperméable (m.) | el impermeable | der Regenmantel |
| trousers | le pantalon | los pantalones | die Hose |
| gloves | les gants<br>le gant | los guantes<br>el guante | die Handschuhe<br>der Handschuh |
| sweater | le pull-over (or)<br>le tricot | el suéter | der Pullover |
| skirt | la jupe | la falda | der Rock |
| shoes | les chaussures<br>la chaussure | los zapatos<br>el zapato | die Schuhe<br>der Schuh |
| socks | les chaussettes<br>la chaussette | los calcetines<br>el calcetín | die Socken<br>der Socke |
| jacket | le veston | la chaqueta | die Jacke |

14.02 The masculine objects in B796 can be used in a classroom bulletin board. Say, "Où est le parapluie? /¿Dónde está el paraguas? /Wo ist der Schirm?" and the child points to it and answers, "Voici le parapluie. / Aquí está el paraguas. /Hier ist der Schirm."** (continued on page 51)

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*Display pictures with Plastitak or Sticky Wax clips (in cabinet H).

**Or "Montre-moi la chemise" ("Voici la chemise") /"Enséñame la camisa" ("Esta es la camisa") /"Zeige mir das Hemd ("Hier ist das Hemd"). (Watch out for the German accusative change from der to den).

14.02 (continued)

Then remove the masculine objects and post the feminine objects and drill them.

Then post both masculine and feminine objects (and add neuter in German). Be sure that the children pronounce the article clearly.

Ⓣ Ⓢ 14.03 To reinforce the gender distinction, do "echo" drills. You say "le chapeau /el sombrero /der Hut" and the children say "un chapeau / un sombrero /ein Hut."

Ⓘ 14.04 Gender boxes. Hand an object of clothing (from D701) or a picture (from B794 and B796) or a piece from the felt wardrobe (D727 or E677) to a child. He must put it into the blue gender box (E680) if it is a le, el, or der word; the red box if it is a la or die word; green if it is a das word in German.

Ⓤ 14.05 Some clothes are included in a Bingo game (E675). For Bingo rules, see #11.08.

Ⓡ 14.06 After pronunciation is good, you may want to print labels and let the children post them beside the appropriate objects on the bulletin board. When the children are familiar with the labels, a "reading" test can be used to match F-S-G words with pictures (French - B183; Spanish - B381; German - B577).

Ⓦ 14.07 Another reading/writing exercise is a "Write-your-own" Bingo game, described on page 25.

Ⓤ 14.08 Distribute objects or pictures to 10 children. When you name two pairs of objects, the four people holding these four objects must race to change places (first two exchange seats and last two exchange seats) without pushing chairs. For example, you say: "le parapluie et la ceinture; la jupe et les gants. Un, deux, trois, allez! /el paraguas y el cinturón; la falda y los guantes. ¡A la una, a las dos, a las tres, y chas! /der Schirm und der Gürtel; der Rock und die Handschuhe. Auf die Plätze, achtung, fertig, los!"

Ⓢ 14.50 "Fishing" (Allons à la Pêche /Vamos a pescar /Fischen Wir - E724) can be played with clothing objects (each "fish" has a paper clip which sticks to the magnetic fishing line).

Ⓢ 14.51 "Cowboys and Indians" (D725) can be played by several small groups, using clothing cards.

Ⓢ 14.52 "Going to Jerusalem" ("Je vais à Paris et je vais mettre dans ma valise /Voy a México y meto en la maleta /Ich gehe nach Berlin und habe im Koffer--)* is a good memory game. Each child repeats the list in order and adds a new object.

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*Masculine German nouns change "ein" to "einen" in the accusative.

Ⓢ 14.53 For "Qu'est-ce qui manque? /¿Qué falta? /Was fehlt?" show 5 objects. Let a child remove one while another child closes his eyes. He must name the missing object.

Ⓢ 14.54 "Concentration" (B771 and F112) can be played with pictures of clothing.

Ⓤ 14.55 Use "echo" drills for singular-plural distinctions. You say "la cravate /la corbata /der Schlips" and the children hold up one finger. Say "les cravates /las corbatas /die Schlipse"* and they hold up two fingers. This is especially good for French and German. (Note: in French, also use singular-plural "echo" drills from indefinite article un, une to the partitive des).

Ⓢ 14.56 In a similar fashion, demonstrative adjectives (this, these) can be drilled: "cette cravate /esta corbata /dieser Schlips" and "ces cravates /estas corbatas /diese Schlipse." *

## COLORS AND CLOTHING

Ⓘ Remind the children about color adjective agreements (explained in Chapter 13).

Ⓤ 14.70 Distribute crayons and a set of 16 pictures (B755). Give instructions for coloring each one: "La chemise est verte /La camisa es verde / Das Hemd ist grün." Then ask questions at random: "De quelle couleur est la jupe? /¿De qué color es la falda? /Welche Farbe ist der Rock?"

Ⓢ 14.80 Show an object of clothing (a green shirt) and ask, "Qu'est-ce que c'est? /¿Qué es? /Was ist das?" (use felt clothes from E677 or D727 or the color-clothing transparencies in B165 and B166 for French; B358, B359, and B360 for Spanish; and B558 for German). Expect a complete-sentence answer: "C'est une chemise verte. /Es una camisa verde. /Das ist ein grünes Hemd.

Ⓦ 14.85 Adjective agreements can be reinforced through analogy with endings on other adjectives used in a writing exercise. Explain that Henriette likes the color green: "Ces chaussettes (vertes) sont très jolies. Cette jupe (verte) est très jolie. Ce tricot (vert) est très jolie. Ces gants (verts) sont très jolis." Linda likes the color pink: "Esta falda (rosada) es muy bonita. Estos calcetines (rosados) son muy bonitos. Este suéter (rosado) es muy bonito." Inge likes red but finds all of the pretty red clothes to be expensive: "Dieser schöne (rote) Regenmantel ist teuer. Diese schönen (roten) Schuhe sind teuer. Diese schöne (rote) Handtasche ist teuer." Show how the color adjective parallels the other one. Change colors.

Ⓢ 14.90 Songs

a. French: Let's dress up (T29 in S253)
b. Spanish: ¿Qué ropa llevas? (T113 in S457); El Zapatero (T31 in S452)
   La Ropa - p. 114 Let's Play Games in Spanish (S283)
c. German: Mein Hut, der hat drei Ecken (T49 in S652; a three-cornered hat is available in D746); several three-cornered paper hats are in B579).

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*Caution: German plurals are unpredictable!

## CHAPTER 15

## DAYS, MONTHS, SEASONS, AND WEATHER

(For a review of the pronunciation of days, months, and seasons, see French T110 in S251; Spanish T55 in S453; German T24 in S651.)

### DAYS

Ⓣ 15.01 Explain that in Spanish and French calendars, Monday is the first day of the week. Distribute cards numbered 1-7 and have these children stand in line. The first child is Monday. As you say "Monday," the class repeats and this child turns his back. Continue with Tuesday. Then have the seven children say their days individually, in order. Then you say "Wednesday"* and the third child turns his back.

Ⓣ 15.02 Use repetition techniques described in Chapter 2.

Ⓖ 15.03 Use the "Spin-the-wheel" poster (French - V202; Spanish - V400; German - V600).

Ⓢ 15.04 When you say a day (Tuesday)**, the class says the next day (Wednesday).

Ⓢ 15.05 Line up seven children who represent the seven days, holding number cards 1-7. Review the days in order. Then tell the child holding up #3 to sit down and ask, "Qu'est-ce qui manque? /¿Qué falta? /Was fehlt?"

Ⓦ Ⓡ 15.06 For copy practice, use a seek-and-find or a crossword puzzle (French - B184; Spanish - B379; German - B574).

Ⓤ Ⓢ 15.20 If the children can count to 31, draw a calendar for the month on the blackboard. Call out a date (le 16 janvier /el 16 de enero /der 16. Januar***) and ask a child to tell you what day it falls on (mercredi / miércoles /Mittwoch).

Ⓤ 15.21 "La Semaine /La Semana /Die Woche" (E749) is a Bingo game involving days of the week and numbers 1-28.

Ⓢ 15.25 Songs and other activities:

a. A Spanish rhyme can be said or sung (tune of "Twinkle, Twinkle, Little Star" - S456):

Lunes, martes, miércoles, tres;
jueves, viernes, sábado, seis;
domingo, siete, y sabe ya
que la semana completa está.

---

*Mention that French children go to school on Saturday but not on Wednesday.

**Mention "Mardi Gras" in French classes.

***Add "TE" for ordinal numbers in German nominative and accusative.

b. Other Spanish songs:
    No voy a trabajar (T56 in S453)
    Hoy es lunes (a song with a food for each day - S456)
    Días (T127 in S458)
    Días de la semana (S456)
    Los quehaceres de la semana (T26 in S452)

c. A French nursery rhyme:
    L'enfant du lundi (T90 in S256)

d. French songs:
    Savez-vous les jours de la semaine? (S258)
    Nous sommes lundi (a song with a food for each day - S258; pictures - J837)
    Lundi matin (T104 in S251; T130 in S257)

e. German song:
    Heut' ist Montag (a song with a food for each day - S655; pictures - J837)

f. German book (Die kleine Raupe Nimmersatt -C477) and Schul-Programm (B581)

MONTHS

Ⓘ 15.30 Using the "months" posters (B775), introduce the first six months. Line the six posters up on the chalk tray. Point to them in order and repeat chorally; then skip around and repeat chorally and individually. In the next class, review the first six months and add the others.

Ⓤ 15.31 Say one of the months and ask all children whose birthday is in that month to stand. If the children can count to 31, you may ask each child the date of his birthday (Mon anniversaire est le 16 janvier / Mi cumpleaños es el 16 de enero /Mein Geburtstag ist der 16. Januar*). If it happens to be a child's birthday, say "Bon anniversaire /Feliz cumpleaños /Herzliche Glückwünsche."

Ⓢ 15.32 When you say a month (juin /junio /Juni) the children say the next month (juillet /julio /Juli).

Ⓢ 15.40 Line up six (or twelve) posters for the months (B775) on the chalk tray. Let one child remove a poster. He asks another child, "Qu'est-ce qui manque? /¿Qué falta? /Was fehlt?"

Ⓦ Ⓡ 15.44 Crossword puzzles and seek-and-find puzzles (French - B184; Spanish - B379; German B574) can be used for copy practice.

Ⓢ 15.45 For older children, explain that "2/3/79" means March 2, 1979 (Americans would write "3/2/79"). Write up several numerical indications and let the children say the correct date (years may be omitted, or the same year can be repeated).

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*The ordinal numbers in German (ending in "TE") must be used.

Ⓒ 15.46 Show a 14 juillet poster (Z208) in French class.

Ⓒ 15.47 Show an Aztec sun calendar (B76) in Spanish class.

Ⓒ 15.48 Show an Advents Kalendar (B555) in German class.

Ⓒ 15.49 Some F-S-G calendars are available in the poster file (French - J210; Spanish - J405); German - J608).

Ⓢ 15.50 Songs and other activities:

a. Spanish, use this rhyme:
Treinta días tiene septiembre,
abril, junio y noviembre;
febrero tiene veintocho,
y los demás treinta y uno.

b. Songs in Spanish:
Las mañanitas (T45 in S452)
Los meses del año (T28 in S452)
El mes de abril (round; S456)

c. A rhyme in French:
Trente jours ont septembre (T94 in S256)

d. A song in French:
Bon anniversaire (S258)

e. Songs in German:
Alles neu macht der Mai (T34 in S652)
Hoch soll er leben (S655)
Wir wünschen dir von Herzensgrund (S655)

## SEASONS AND WEATHER

Ⓘ 15.60 A rapid chalk drawing can indicate each season:

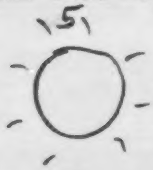
Printemps
Primavera
Frühling

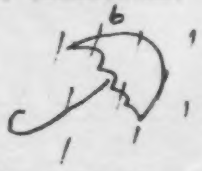
Été
Verano
Sommer

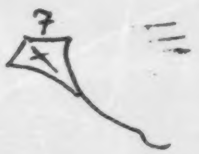
Automne
Otoño
Herbst

Hiver
Invierno
Winter

and some weather conditions:







Number the drawings. When you say "Il pleut /Llueve /Es regnet," a child says "6."

ⓤ 15.61 Use a set of Peanuts drawings (B750) for a "True-False" chair relay game. Show the picture of snow and say "Il pleut /Llueve /Es regnet." The first contestant who sits in his team's "false" chair wins a point. (For rules, see Chapter 5, "Team Competition.")

Ⓘ 15.62 The expressions "I am hot, I am cold" can be introduced (see Chapter 21).

Ⓢ 15.63 Objects of clothing can be co-ordinated with weather. When you show a picture of a bathing suit, the child says "Été /Verano /Sommer" (see Chapter 14).

Ⓢ 15.90 Songs:

a. French:
    Dans la forêt prochaine (round; S258)

b. German:
    Es regnet (T36 in S652)
    A, A, A, der Winter ist nun da (T22 in S652)
    Alle Vögel sind schon da (T25 in S652)
    Trarira, der Sommer, der ist da (T31 in S652)
    Der Schneemann (S655; see cut-out in L978)
    Regen, Regentröpfchen (S655)
    Winter ade (T 40 in S652)
    Erwacht (round; S655)
    Bunt sind schon die Wälder (S655)

Ⓒ 15.91 An easy German book about the weather (C543) and a Wetterhäuschen (weather predicting house - F541) are available.

## CHAPTER 16

## PARTS OF THE BODY AND COMMANDS

### PARTS OF THE BODY

Ⓘ 16.01 Use a Halloween skeleton (la squelette /el esqueleto /das Skelett, B752 and J838) or the "Pink Panther" (la Panthère rose /la Pantera rosada/ der Rosa Panther) poster (V835) or a "human scarecrow"* volunteer. See also V802 and V401. Point to three parts of the body and have the children repeat chorally and individually. Have them point to their own ears, arms, feet as a "motor learning" reinforcement of the new word. Add three more parts and review the first three.

ⓤ 16.02 Have all children stand. Give commands: "Touchez le nez /Tóquense la nariz /Die Nase anfassen."

ⓤ 16.03 Play "Simon Says" (Simon dit or Jacques a dit /Simón dice /Simon sagt). Suggestion: Do not make the motions as you give the commands. (For review, a poster with stick drawings is available - V207).

ⓤ 16.04 Do a composite drawing on the board. Have one child draw "la tête/ la cabeza /der Kopf." The next adds "les cheveux /el pelo /das Haar."

ⓤ 16.05 Have a child erase one part of the body in the composite drawing. Call on another child to erase another part.

Ⓘ 16.06 Identify la main droite /la mano derecha /die rechte Hand; la main gauche /la mano izquierda /die linke Hand; le pied droit /el pie derecho / der rechte Fuss; le pied gauche /el pie izquierdo /der linke Fuss. It may help if you turn your back to the class so that your right hand will be on the same side as theirs! Practice shaking these parts of the body as a "limbering up" exercise.

ⓤ 16.07 Choose two children to play "Twister" (E726). Give the same command to both and give a point to the one who first obeys the command ("la main gauche, rouge; la mano izquierda, rojo /die linke Hand, rot").

ⓤ 16.08 Choose 6-12 children for Multiple Twister (D744). Spread out the colored circles in three areas (so that 2-4 children will use each area). Give a command to half of the children at one time ("Boys, left foot, green; girls, right hand, blue"). If a child falls, pushes another player, uses a foot or hand without being instructed, cannot find the circle called, or touches the mat with an elbow or a knee, the referee calls "Faux pas! /¡Fuera! /Faul!" and he is out of the game. No two children can occupy the same circle at the same time.

ⓤ 16.09 Some parts of the body are included in a Bingo game (E675). For Bingo rules, see #11.08.

Ⓦ 16.15 For copy practice after the children have learned to pronounce parts of the body, use a seek-and-find or a crossword puzzle (French - B184; Spanish - B379; German - B574).

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*l'épouvantail /el espantapájaros /die Vogelscheuche

ⓤ 16.16 Distribute copies of Ernie (B777), an elephant (B777), or the Pink Panther (B791). Each child is to number the parts of the body as you direct: "Numéro un, le pied /Número uno, el pie /Nummer eins, der Fuss." No reading is involved.

Ⓡ Ⓦ 16.17 For practice in reading the parts of the body and matching the words with pictures, use the Bugs Bunny and other pictures (French - B186; Spanish - B383; German - B575).

Ⓡ 16.18 A hair-coloring reading exercise in German (B570) can be adapted for French and Spanish.

Ⓢ 16.25 Put the detached parts of a skeleton (B753), a dog (L813 and L814), a cat (L815), or a robot (L976) into a box. Let a child pull one out. If he can identify it correctly, his team gets a point.

Ⓢ 16.26 Use the spinner (B782) and the Parts of the Body Wheel (B784).

Ⓢ 16.30 Songs and other activities:

a. French exercise rhymes:

I

Je touche la tête.
Je touche le nez.
Je touche la jambe.
Je touche les pieds.
Je marche - deux, trois, quatre.

II

Je me lève,
Je suis debout;
Je lève la tête
Je dresse le cou.

Voici la tête
Et les cheveux
Puis la figure
Et les deux yeux.

Voici le nez,
Voici la bouche
Et le menton
Que je touche.

Voici la main,
Voilà les dogts:
Je sais les compter--
Un, deux, trois.

Je me tiens droit
Et tape le pied--
Je vous salue,
Et je m'assieds.

b. French songs:

Alouette (T36 in S254; T133 in S257; felt pictures B156)
Savez-vous planter les choux? (T34 in S254; T128 in S357; T145 in S257)
Tête, épaules, genoux, pieds (S258)
Hokie-Pokie (T106 in S251)

c. Spanish songs:

Cabeza, hombros, piernas, pies (S456)
Partes de la cabeza (S458)
Partes de mi cuerpo (S458)
Pongan sus manos arriba (S457)

d. **German exercise:**

| | |
|---|---|
| Der Mond ist rund, | (draw circle around face with finger) |
| der Mond ist rund. | ( " " " ) |
| Er hat zwei Augen, | (point two fingers to eyes) |
| Nas' und Mund. | (point to nose, then to mouth) |

e. **German songs:**

Hokie-Pokie (S655)
Brüderchen, komm tanz mit mir (T28 in S652)
Köpfchen, Schultern, Kniee und Füsse (with commands: Lass uns sitzen, hüpfen, stehen, kommen, gehen, undrehen, klatschen) (S655)
Oh wie weh tut mir mein Finger (S655)

## COMMANDS

Ⓣ ⓤ 16.50 Teach five commands by having your partner demonstrate as you say the command. Then have the children stand and imitate your partner as you review these five. Have the children sit while you and your partner introduce five other commands. Drill these and review the first five with the children. (Caution: Use "Halt" (Arrêtez /Alto /Halt) after commands like "Jump" or establish a limit "Jump three times.")

| | | | |
|---|---|---|---|
| Stand up | Debout | Levántense | Steht auf |
| Sit down | Assis | Siéntense | Setzt euch |
| Close your eyes | Fermez les yeux | Cierren los ojos | Augen zumachen |
| Open your eyes | Ouvrez les yeux | Abran los ojos | Augen aufmachen |
| Raise your hand | Levez la main | Levantan la mano | Hebt die Hand |
| Lower your hand | Baissez la main | Bajen la mano | Hand 'runter |
| Hands over head | Haut les mains | Arriba las manos | Hände hoch |
| Hands at your sides | Mains aux côtés | Manos a los lados | Hände hängen lassen |
| Hands on your hips | Mains sur les hanches | Manos en la cintura | Hände auf die Hüften |
| Extend your hands | Tendez les mains | Extiendan las manos | Hände vor |
| Kneel | A genoux | A rodillas | Kniet euch |
| Turn right | Tournez à droite | Vuélvanse a la derecha | Nach Rechts drehen |
| Turn left | Tournez à gauche | Vuélvanse a la izquierda | Nach Links drehen |
| Advance | Avancez | Adelante | Vorwärts |
| Retreat | Reculez | Atrás | Zurück |
| Slide to the right | Glissez à droite | Un deslice a la derecha | Nach Rechts rutschen |
| Slide to the left | Glissez à gauche | Un deslice a la izquierda | Nach Links rutschen |
| Walk like a tin soldier | Marchez | Marchen | Marschiert |
| Spin around | Tournez | Giren | Dreht euch herum |
| Swim (arm motions) | Nagez | Naden | Schwimmt |

| | | | |
|---|---|---|---|
| Skip or hop | Sautez | Salten | Springt |
| Flap wings | Volez | Vuelen | Fliegt |
| Run in place | Courez | Corran | Lauft |
| Climb | Grimpez | Trepen | Klettert |

④ 16.51 Play "Simon Says."

⑤ 16.52 Demonstrate an action and call on a child to give the command which you were obeying.

# CHAPTER 17

# ANIMALS

Ⓘ 17.01 Show animal models (D737), the animal mobile (E950) or pictures of 4-5 animals (E703, J801, V404) and drill the words chorally and individually. Add other animals.

Ⓘ 17.02 Reinforce gender distinctions by "echo" drills from definite (le, la/el, la /der, die, das) to indefinite (un, une /un, una /ein, eine) articles.

Ⓤ 17.03 Play Bingo (E702) using suggestions in #11.08. See also E708.

Ⓤ 17.04 For small children, an Animal "Twister" game (D739) can be used. See "Twister" rules in #16.07 and #16.08.

Ⓒ 17.05 A Mattell pull-the-string toy (F305) is available in Spanish.

Ⓘ 17.06 Divide into teams by distributing Animal Rummy cards (D732).

Ⓤ 17.08 Dot-to-dot drawings of a turtle, an elephant, a dog, a bird, a penguin, and a Halloween cat are available (B766).

Ⓡ 17.15 After the children learn to pronounce the names of the animals, let them match labels to the pictures used in #17.01.

Ⓦ Ⓡ 17.16 For copy practice, use a seek-and-find or a crossword puzzle (French - B184; Spanish - B379; German - B574).

Ⓡ 17.17 For reading practice, use a matching sheet with pictures and a list of animals (French - B188; Spanish - B381; German - B577).

Ⓦ Ⓡ 17.18 A reading/writing exercise may be done in a "Write-your-own" Bingo game, described in page 25.

Ⓡ 17.19 Let children "read" these stories and nursery rhymes, using transparencies and tapes (see Chapter 6, "Reading"):

a. French:
  - Ce petit porc (B173 and T72 in S256)
  - Oie, Oie, ô joli jars (B173 and T70 in S256)
  - Lapetite Madelon a perdu ses moutons (B173 and T87 in S256)
  - Marie avait un p'tit agneau (B173 and T58 in S256)
  - Bo-peep (B173 and T79 in S256)
  - Le chat et le violon (B173 and T100 in S256)
  - Din, don, dis, Minette dans le puits (B173 and T77 in S256)
  - Hickory, Dickory-dac (B173 and T97 in S256)
  - Les trois minets (B173 and T69 in S256)
  - Trois souris aveugles (B173 and T76 in S256)
  - Le chat au chapeau (B170 and T62 in S255; see C340)
  - Le Roi, le fromage et les souris (B169 and T61 in S255; see C27)

b. Spanish
  - El gato ensombrerado (B366 and T62 in S454; see C340)

Ⓒ 17.20 Children may enjoy seeing other books about animals, without actually reading them. See book collection on shelf C.

Ⓘ 17.21 Using the felt-board (G953) and the "Three Bears" cut-outs (B751), prepare vocabulary for a showing of the "Three Bears" (Les Trois Ours / Los Tres Osos /Die drei Bären) filmstrip (X967), using the Dukane projector.

Ⓢ 17.22 Using the "Three Bears" puppet playmate posters (J811), let the children act out part of the story.

Ⓤ 17.23 Show the filmstrip of "Little Red Riding Hood and the Wolf" (Le Petit Chaperon Rouge /La Caperucita Roga /Das Rotkäppchen - X865), using the Dukane projector.

Ⓤ 17.30 With some introductory vocabulary exposure, children may enjoy listening to a short story about animals on tape, though the narration is too rapid for them to understand every word:

a. French:
    Les Trois Petits Cochons (T67 in S256)

b. Spanish:
    Tres Cerditos (T60 in S454; see also B767)
    La Gallinta roja (B351; no tape)
    Elena la Ballena (B352; no tape)
    El muchacho y el burro (B350; see videotape)

c. German:
    Die Sieben Geisslein (T61 in S653)
    Der Froschkönig (T63 in S653)
    Die Stadtsmaus und die Feldmaus (T67 in S654)

Ⓢ 17.50 Charades. Divide the class into two teams. Give a card with the name (or picture) of an animal to the first child on team A, but do not let the other members of team A see it. The child impersonates the animal, and his team members try to guess which animal it is.

Ⓢ 17.51 "Allons à la Pêche /Vamos a pescar /Fischen wir" (E724) can be played with animal "fish."

Ⓢ 17.52 The fish (E724) or Bingo cards (E702) can be used in the "Cowboys and Indians" game (D725).

Ⓢ 17.53 Two "Concentration" games can be adapted for animals. See #18.07 and #18.08 .

Ⓢ 17.54 Animal sounds can be used (in moderation!). It is recommended that the FLES teachers make the sound and let the children identify the animal, since children tend to get carried away with such activities:

Rooster (cock-a-doodle-door): le coc (cocorico) /el gallo (Kirikiki)
    der Hahn (Kikeriki)
Duck (quack-quack): le canard (couin-couin) /el pato (cua-cua) /
    die Ente (nat-nat)

Dog (bow-wow): le chien (ouah-ouah) /el perro (gua-gua) /der Hund (wau-wau)
Cat (meow): le chat (miaou) /el gato (miau) /die Katze (miau)
Sheep (baa-baa): le mouton (bèèè-bèèè) /la oveja (béee) /das Schaf (mäh-mäh)
Hen (cluck-cluck): la poule (cot-cot-cot-codèt) /la gallina (clo, clo) / das Huhn (gluck-gluck)
Pig (oink-oink): le cochon (gron-gron) /el cerdo (ro-ro-ro) /das Schwein (quiek-quiek)

Ⓢ 17.90 Songs:

a. French
- I love animals (T27 in S253)
- Le Fermier dans son pré (S258)
- Dans la forêt prochaine (round; S258)
- La grenouille (S258)
- Bée, bée, mouton noir (S258)
- Le vieux McDonald (S258)
- 'Y a un rat (T129 in S257)
- Tuons le coq (round; T109 in S251)
- La Fourmi (T50 in T252)
- 'Y avait un petit chien français qui s'appelait Monsieur Bingo (S258)
- Une souris verte (T141 in S257)
- Trois souris (S257)
- Les trois canards (T131 in S257)

b. Spanish:
- ¿Adónde, adónde ha ido mi perro? (T34 in S452)
- Mi tío Donald (S456)
- Los pollitos (S456)
- Cantos de animalitos (T25 in S452)
- Ven a ver mi finca que es hermosa (T30 in S452)
- Bingo es su nombre (S456)
- La cucaracha (T48 in S452)
- El elefante (T107 in S457)
- El juego de los niños y el lobo (S456)
- El mes de abril (round; S456)
- Mi gatito (S456)
- Pedro Conejito tenía una mosca (S456)

c. German:
- Der alte McDonald (S655)
- Erwacht (round; S655)
- ABC, die Katz (T33 in S652)
- Alle Vögel sind schon da (T25 in S652)
- Alle meine Entchen (T26 in S652)
- Häslein in der Grube (T37 in S652)
- Das Bienchen (S655)
- Die kleine Spinne (S655)
- Auf einem Baum ein Kuckuck (S655); word-scramble (B572)
- Hopp, hopp, hopp (T22 in S652)
- Auf der Mauer (S655)
- Bingo war sein Name (S655)
- Kuckuckslied (T38 in S652)

## CHAPTER 18

## FOODS

Ⓘ 18.01 Using plastic fruits (E722), miniature groceries (D742, F111, and F113), or pictures of foods (D745 and E712, B375), present four or five objects, preferably all masculine or all feminine, and drill chorally and individually. Generally it is wise to present the object with the definite article (le, la*, les /el, la /der, die, das) in order to establish an identification of gender. In normal usage the indefinite article (un, une* /un, una / ein, eine) may be frequently used. "Echo" drills from definite to indefinite** article are recommended.

Ⓘ 18.03 Use the "chain reaction" to introduce a food with the indefinite article. Give the object or a picture to the first child on the row and ask, "Qu'est-ce que c'est? /¿Qué es? /Was ist das?" He answers, "C'est une poire /Es una pera /Das ist eine Birne." Then he passes the object to the next child and repeats the question.

Ⓤ 18.03 Play "Bingo," using these foods (E711) and following Bingo rules in #11.08 :

| | | | |
|---|---|---|---|
| Orange | une orange | una naranja | die Apfelsine |
| Banana | une banane | una banana | die Banane |
| Apple | une pomme | una manzana | der Apfel |
| Cheese | le fromage | el queso | der Käse |
| Milk | le lait | la leche | die Milch |
| Cake | le gâteau | la torta | der Kuchen |
| Bread | le pain | el pan | das Brot |
| Lemonade | la citronnade | la limonada | die Limonade |
| Ice Cream | la glace | el helado | das Eis |
| Potatoes | la pomme de terre | las papas | die Kartoffel |
| Lettuce | la salade/la laitue | la lechuga | der Salat |
| Carrot | la carotte | las zanahorias | die Karotte |
| Grapes | le raisin | las uvas | die Rosine |
| Egg | un oeuf | un huevo | das Ei (die Eier) |
| Butter | le beurre | la mantequilla | die Butter |
| Pineapple | un ananas | la piña | die Ananas |
| Pie | la tarte | el pastel | die Pastete |
| Rice | le riz | el arroz | der Reis |
| Sugar | le sucre | el azúcar | der Zucker |
| Lemon | le citron | el limón | die Zitrone |
| Turkey | la dinde | el pavo | der Truthahn |
| Cherry | la cerise | la cereza | die Kirsche |
| Pear | la poire | la pera | die Birne |
| Fish | le poisson | (animal=el pez) el pescado (cooked) | der Fisch |
| Chicken | le poulet | el pollo | das Huhn |
| Beef | le boeuf | el bisté | das Rindfleisch |
| Pork | le porc | la carne de cerdo | das Schweinefleisch |

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*If the word begins with a vowel (l'ananas) it may be wise to say it alone (ananas) and reinforce it with the indefinite article (un ananas).

**or partitive in French: le lait, du lait; le beurre, du beurre....

Ⓤ 18.04 For a team competition, display a number of food items or pictures at a point equi-distant from the two starting lines. Say "Où est la pomme? /¿Dónde está la manzana? /Wo ist der Apfel?" The first contestant on Team A tries to touch the object before the first contestant on Team B.

Ⓤ 18.05 The "fruit-basket turnover" game described in #14.07 can be used for foods.

Ⓘ 18.06 "Gender boxes" (E680). Give a picture of an ice-cream cone to a child and say "glace /helado /Eis." He must say "la glace" and put it into the red (feminine) box; "el helado" and put it into the blue (masculine) box; "das Eis" and put it into the green (neuter) gender box.

Ⓡ Ⓢ 18.07 Show menus (French - B168, V204, and V205; Spanish - B365; German - B568) for reading practice. Talk about foods: pâtisserie, crêpes; plantanitos, tamales, tacos, paella, tortilla; Butterbrot, Brötchen, Teewurst, Leberwurst, Schinken, Limonade...

Ⓡ 18.08 After the children are comfortable with pronunciation, written labels can be used with pictures in a matching exercise--on the bulletin board or on a hand-out sheet.

Ⓦ 18.09 A German crossword puzzle for fruits (B574) can be adapted for French and Spanish.

Ⓦ Ⓢ 18.50 Write on the board the initial letters of ten foods which have been studied (1. F _ _ _ _ _ _, 2. P _ _ _ _, 3. B _ _ _ _ _ , ...). Call on a child to say the word for #1 ("Fromage").

Ⓢ 18.51 Play "Qu'est-ce qui manque? /¿Qué falta? /Was fehlt?" (See #14.53.)

Ⓢ 18.52 Play "Cowboys and Indians" (D725), using Bingo cards (E711).

Ⓢ 18.53 Play "Allons à la pêche /Vamos a pescar /Fishen wir" (E724), as in #11.56.

Ⓢ 18.54 "Concentration /Concentración /Konzentration" can be played by 6 students, using the Bingo food cards and the gender boxes (E680). Select 10 matching pairs of foods and lay the cards face down at random. The first player picks up a card (the cheese) and shows it to the other children. He must say "le fromage /el queso /der Käse" and put it face down into the appropriate gender box (blue, in this case, for masculine). The other five players watch attentively to see exactly where he puts the card. He scores one point. Then he picks up a second card and shows it and pronounces it. If it is also the cheese, he matches the two cards and scores 2 additional points. If the second card is different (une orange /una naranja /eine Apfelsine), he says it and puts it into the red (feminine) gender box and scores one additional point. After the first player's two turns, the second contestant picks up a card (hoping for cheese or orange in order to have the chance to score an additional point by matching it with a card already played).

Ⓢ 18.55 Another "Concentration" game (B771) is played with the whole class. Six pairs of food pictures are arranged face down at random in numbered squares on the blackboard (with Plastitak or Sticky-Wax clips).

| | | | |
|---|---|---|---|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |

The first member of Team A chooses a number (7). The food picture is turned up, shown to the whole class, and put back. The contestant scores a point if he can name this food correctly. Then the first contestant from Team B chooses a number. (Scoring is the same as in #18.06).

Ⓢ 18.56 Adjectives can be added in an "Um-good" review. Shuffle the pictures upside down and let a child select one. He must say "Ce fromage est très bon /Este queso es muy bonito /Dieser Käse ist sehr gut" or "Cette banane est très bonne /Esta banana es muy bonita /Diese Banane ist sehr gut" or "Ces cerises sont très bonnes /Estas cerezas son muy bonitas / Diese Kirsche sind sehr gut."

Ⓢ 18.57 "Hot potatoes" (Pommes de terre chaudes /Papas calientes /heisse Kartoffeln). Use food Bingo cards (E711). Give a card to each child and form two circles, as competing teams. Explain that when you say "Go" they must pass the cards face down to the right. When you say "Stop," they must identify correctly the object which they have (one point for each correct answer; minus one for each wrong answer). The child holding the "hot potato" card must drop out of the game, but the "hot potato" card continues to circulate. (One other card is taken out.) After three rounds, the team with the most points wins.

Ⓢ 18.58 A game which requires the repetition of a series of food items is "Going to Market," played like "Going to Jerusalem" (#14.52). The first child says, "Je vais au Supermarché et je vais acheter du lait.../ Voy al supermercado y voy a comprar leche /Ich gehe zum Supermarkt und ich kaufe Milch." The second child repeats "Milk" and adds a second item, etc.

Ⓢ 18.59 Play "merchant and customer" with toy foods or pictures, using a simple dialogue:

Merchant: Bonjour, madame. /Buenos días, señora. /Guten Tag.
Customer: Bonjour, monsieur. Je voudrais acheter du lait.* /Muy buenos. Necesito comprar leche. /Guten Tag. Ich möchte etwas Milch.**
Merchant: Voici, madame. /Aquí la tiene, señora. /Hier, bitte.
(Customer gives money.)
Merchant: Merci bien. Au revoir, madame. /Muchas gracias. Hasta luego, señora. /Danke schön. Auf Wiedersehen.
Customer: Au revoir, monsieur. /Hasta la vista. /Bitte schön. Auf Wiedersehen.

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*Prior drill on the partitive ("some milk") is needed.

**Watch out for the German accusative.

Ⓢ 18.90 Songs:

a. French:
    J'aime la galette (T146 in S257)
    Come to a party (T20 in S253)
    Chevaliers de la Table Ronde (T15 in S252; T134 in S247)

b. Spanish
    Café y pan (T85 in S455)

c. German
    C-A-F-F-E-E (S655)
    Backe, backe Kuchen (T35 in S652)
    Eisgekühltes Coca-Cola (S655)

## CHAPTER 19

## HOUSE AND FAMILY

### HOUSE

Ⓘ 19.01 Use a poster (L824, V833), a felt board (J817), or a doll house (H960, E743) to present the rooms of the house: a Spanish house plan is available (B371).

| | | |
|---|---|---|
| le salon | la sala | das Wohnzimmer |
| la cuisine | la cocina | die Küche |
| la salle à manger | el comedor | das Esszimmer |
| la chambre | la alcoba | das Schlafzimmer |
| la salle de bain | el cuarto de baño | das Badezimmer |

Ⓘ 19.02 Choose one or two items of furniture representative of each room:

| | | |
|---|---|---|
| le sofa | el sofá | das Sofa |
| le frigo | la nevera | der Kühlschrank |
| la table | la mesa | der Tisch |
| le lit | la cama | das Bett |
| la baignoire | el baño | die Badewanne |

Ⓘ 19.03 Use "echo" drills to change definite (le, la /el, la /der, die, das) to indefinite (un, une /un, una /ein, eine) articles for rooms and furnishings.

Ⓢ Ⓦ 19.23 Put the objects of furniture into the appropriate rooms and ask: "Qu'est-ce qu'il y a dans la cuisine? /¿Qué hay en la cocina? /Was ist in der Küche?" ("Il y a un frigo dans la cuisine /Hay una nevera en la cocina / Ein Kühlschrank ist in der Küche."*)

Ⓢ Ⓦ 19.24 Now put the objects of furniture into unlikely locations and repeat the question.

Ⓘ 19.25 More items of furniture can be added. See V810, V833, J817, L824, or H960. Vocabulary lists are included with J817 and H960.

### FAMILY

Ⓘ 19.40 Introduce the members of the family, using pictures or posters (V820, J819, B780).

Ⓒ 19.41 Filmstrips on families in Guatemala, Spain, and West Germany are available in the Instructional Materials Center. See B768.

Ⓘ 19.42 In French and German, use "echo" drills to change definite article (le, la /der, die, das) to possessive adjective "my" (mon, ma /mein, meine): le père, mon père; der Vater, mein Vater....

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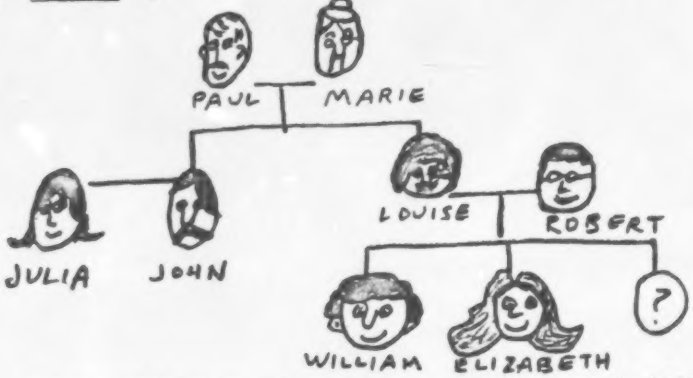
*You may need to mention briefly that "die Küche" and "der Küche" are correct in different parts of the sentence. Warn the children to listen carefully! For the other rooms mentioned, "im" can be used.

Ⓢ 19.43 Use "family puppet" posters (J804) and drill with possessive adjectives. Ask each member of the "puppet" family to identify the other members: "Voici mon grand-père, voici ma mère, etc. /Aquí está mi abuelo, mi madre ... /Hier ist mein Grossvater, hier ist meine Mutter....

| | | |
|---|---|---|
| mon grand-père | mi abuelo | mein Grossvater |
| ma grand-mère | mi abuela | meine Grossmutter |
| mon père | mi padre | mein Vater |
| ma mère | mi madre | meine Mutter |
| mon frère | mi hermano | mein Bruder |
| ma soeur | mi hermana | meine Schwester |
| mon fils | mi hijo | mein Sohn |
| ma fille | mi hija | meine Tochter |
| mon petit-fils | mi nieto | mein Enkel |
| ma petite-fille | mi nieta | meine Enkelin |

Ⓢ 19.44 Draw a family tree on the blackboard (using F-S-G names) and explain that when a child is called on, this is his family.* Ask him: "Comment s'appelle ta mère? /¿Cómo se llama tu madre? /Wie heisst deine Mutter?" ("Ma mère s'appelle ______. /Mi madre se llama ______. /Meine Mutter heisst ______.")



Ⓦ 19.45 For writing (copy) practice, see: French (B189); Spanish (B389); German (B578).

Ⓢ 19.50 Use a magnet board (G854) and family member cut-outs (from L957). Place the family members in various rooms and ask, "Qui est dans le salon? / ¿Quién está en la sala? /Wer ist im Wohnzimmer?" (Mon père est dans le salon /Mi padre está en la sala /Mein Vater ist im Wohnzimmer. (Note: "in der Küche" but "im _____-zimmer").

Ⓢ 19.51 Several family dialogues are suggested in Chapter 3, using these "costumes" (D731): grandfather (pipe); grandmother (glasses); father (hat); mother (apron); brother (ball); sister (doll); baby (rattle).

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*The child is shown as (?) in the drawing. In addition to the vocabulary items listed in #19.43, the child will need:
(mon oncle /mi tío /mein Onkel) -John
(ma tante /mi tía /meine Tante) -Julia

Ⓢ 19.90 Songs:

a. French
    Frère Jacques (T38 in S254; pictures J836)
    Je vous aime (T21 in S253)
    Le fermier dans son pré (S258)

b. Spanish
    Fray Felipe (S456; pictures J836)
    El patio de mi casa (T36 in S452)
    El Mandado (T32 in S452)
    Mi familia (T121 in S458)

c. German
    Brüderchen, komm tanz mit mir (T28 in S652)
    Das ist die Mutter (S655)
    Mein Vater war ein Wandersmann (T50 in S652)
    In dem Walde steht ein Haus (S655)
    Bruder Jakob (S655; pictures J836)

# CHAPTER 20

## OTHER VOCABULARY: THE SCHOOL ROOM
## OCCUPATIONS
## TRAVEL

### THE SCHOOL ROOM

(I) 20.01 Point to these objects and say the word with choral and individual repetition:

| | | |
|---|---|---|
| le mur | la pared | die Wand |
| le plancher | el piso | der Fussboden |
| le plafond | el techo | die Decke |
| la porte | la puerta | die Tür |
| la fenêtre | la ventana | das Fenster |
| le taille-crayon | el sacapuntas | der Bleistiftspitzer |
| le tableau | la pizarra | die Wandtafel |

(U) 20.02 After the pronunciation is comfortable, show labels. Ask, "Où est le mur? /¿Dónde está la pared? /Wo ist die Wand?" The child must touch (or point to) the wall and say, "Voilà le mur /Esta es la pared / Hier ist die Wand." Attach the label.

(U) (S) 20.03 Ask, "Combien de portes y a-t-il dans la salle de classe? /¿Cuántas puertas hay en la sala de clase? /Wieviele Türen gibt es im Zimmer?" ("Il y a deux portes... /Hay dos puertas en la sala de clase. /Es gibt zwei Türen im Zimmer.")

(I) 20.10 Show small classroom objects (E718) and repeat chorally and individually:

| | | |
|---|---|---|
| le tampon | el borrador | der Schwamm (blackboard eraser) |
| le livre | el libro | das Buch |
| le calendrier | el calendario | der Kalendar |
| le drapeau | la bandera | die Fahne |
| le stylo | la pluma | die Feder |
| le crayon | el lápiz | der Bleistift |
| la règle | la regla | das Lineal |
| la gomme | el raspador | der Radiergummi (pencil eraser) |
| la craie | la tiza | die Kreide |

(I) 20.11 Use the "chain reaction" drill for reinforcement. Give the book to the first child on the first row and ask, "Qu'est-ce que c'est? / ¿Qué es? /Was ist das?" ("C'est le livre /Es el libro /Das ist das Buch"). The first child then passes the object to the second child, asking the question. Use a different object for each row.

(I) 20.12 Use "gender boxes" (E680). You say "calendrier /calendario / Kalendar" and the child chooses the object, says "le calendrier /el calendario /der Kalender" and puts it into the blue (masculine) box. (Use objects in E718).

Ⓘ 20.13 Have children holding masculine objects stand on the left; children holding feminine objects stand on the right.

Ⓘ 20.14 Use "echo" drills with objects (E718) to change from definite article (le, la /el, la /der, die, das) to indefinite articles (un, une / un, una /ein, eine) or demonstrative adjectives (ce, cette /este, esta / dieser, diese, dieses).

Ⓤ 20.15 Hand the box of objects to a child and say, "Donne-moi le stylo, s.v.p. /Dame la pluma, por favor. /Bitte, gib mir die Feder."*

Ⓢ 20.20 Display all of the objects. Blindfold one child. Let another child remove one object. Remove the blindfold and ask that child, "Qu'est-ce qui manque? /¿Qué falta? /Was fehlt?"

Ⓤ 20.25 Pictures in B776 can be used for testing or as the silent calling cues for a "Write your own" Bingo (described on page 25).

OCCUPATIONS

Ⓘ 20.40 Use props (E683) and pictures (B756) to identify these professions:

| | | | |
|---|---|---|---|
| P. O., a letter | un facteur** | un cartero<br>(una cartera) | ein Briefträger<br>(eine Briefträgerin) |
| hospital, a stethescope | un médecin** | un médico<br>(una medica,<br>or una médico) | ein Arzt<br>(eine Arztin) |
| school, grade book | un professeur** | un maestro<br>(una maestra) | ein Lehrer<br>(eine Lehrerin) |
| bank, check book | un banquier** | un banquero<br>(una banquera) | ein Bankier<br>(eine Bankierin) |

Drill the words chorally and individually.

Ⓤ Ⓢ 20.41 Show a picture of the school and ask, "Qui travaille à l'école? / ¿Quién trabaja en la escuela? /Wer arbeitet an der Schule?" ("Le professeur travaille à l'école. /El maestro trabaja en la escuela. /Der Lehrer arbeitet in der Schule."

Ⓢ 20.42 Give a letter to a child and ask, "Qui es-tu? /¿Quién eres? /Was bist du? ("Je suis facteur. /Soy cartero. /Ich bin ein Briefträger.")

Ⓢ 20.43 Give a stethescope to a child and ask, "Où travailles-tu? / ¿Dónde trabajas? /Wo arbeitest du?" ("Je travaille à l'hôpital. /Trabajo en el clinica. /Ich arbeite im Krankenhaus.")

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*You will say "den" with Kalendar, Bleistift, and Radiergummi.

**The masculine form refers to both men and women.

Ⓢ 20.44 A skit about a visit to the doctor is described in Chapter 3.

Ⓢ 20.50 Songs involving professions include:

a. French
    What do you want to be? (T32 in S253)

b. Spanish
    San Serení (S456)
    Mantandile (T35 in S452)
    El Zapatero (T31 in S452)

c. German
    Wer will fleissige Handwerker seh'n (T27 in S652)
    Grün, grün, grün (T30 in S652)

## TRAVEL

Ⓘ 20.60 Show the travel objects (D736, B789) and drill chorally and individually:

| | | |
|---|---|---|
| un bateau | el barco | das Schiff |
| un train | el tren | der Zug |
| un autobus | el bus | der Bus |
| une auto | el coche | das Auto (der VW) |
| un camion | el camión | der Lastwagen |
| un avion | el avión | das Flugzeug |
| une bicyclette | la bicicleta | das Rad |
| les pieds | los pies | die Füsse |

Ⓘ Ⓢ 20.61 Use the "spin-the-wheel" card (B783) and spinner (B782), or pass an object (D736) or a picture (B789) down the row in a "chain reaction" drill to answer "Qu'est-ce que c'est? /¿Qué es? /Was ist das?"

Ⓘ 20.62 Have children holding up masculine objects stand on the left; feminine objects on the right.

Ⓘ 20.63 Use "gender boxes," as in #20.12.

Ⓘ 20.64 Use "echo" drill to reinforce gender with demonstrative adjectives. You say, "un avion /un avión /ein Flugzeug" and the children repeat, "cet avion /este avión /dieses Flugzeug."

Ⓢ 20.70 Play "Allons à la pêche /Vamos a pescar /Fischen wir" (E724), using a magnetic line and paper clips on the fish.

Ⓢ 20.71 Display all of the travel objects (D736 or B769). Blindfold one child. Another child takes an object away. When the blindfold is removed, that child must answer, "Qu'est-ce qui manque? /Qué falta? /Was fehlt?"

Ⓢ 20.80 Songs about travel include:

a. French
    - Michel, mène la barque au bord (S258)
    - Let's take a trip (T28 in S253)

b. Spanish
    - El barco chiquitito (T24 in S452)

MISCELLANEOUS

Ⓣ 20.90 Some miscellaneous vocabulary items are contained in Mickey Mouse's drawing pouch (V834): comb, handkerchief, key, toothbrush, sunglasses, watch.... Drill by using techniques described on page 73.

## CHAPTER 21

## GRAMMAR: PREPOSITIONS, VERBS, ADJECTIVES, IDIOMS

### PREPOSITIONS

Ⓘ 21.01 Demonstrate by using a stuffed dog (D728), a bean-bag frog (E729), or a mouse (E730):

Le chien est }
La grenouille } sur la chaise.
La souris }

El perro }
La rana } está sobra la silla.
El ratón }

Der Hund }
Der Frosch } ist auf dem Stuhl.*
Die Maus }

(sous, à côté de, derrière, devant /bajo, al lado de, detrás de, delante de / unter, neben, hinter, vor)

ⓤ 21.02 Hand the dog, frog, or mouse to a child and say, "Le chien est derrière la chaise /El perro está detrás de la silla /Der Hund ist hinter dem Stuhl." The child must put the animal into the correct place.

ⓤ 21.03 Use the same animals and a box, adding the preposition "in": "Le chien est dans la boîte /El perro está en la caja. /Der Hund ist in der Schachtel."

Ⓘ 21.04 Drill on the prepositions "in front of," "behind," and "between" by calling three children to the front of the room. They are lined up in single file facing the right side of the classroom, so that you can demonstrate these sentences: "Robert est devant Eric. Michel est derrière Eric. Eric est entre Robert et Michel. /Roberto está delante de Enrique. Miguel está detrás de Enrique. Enrique está entre Roberto y Miguel. /Robert ist vor Erich. Michael ist hinter Erich. Erich ist zwischen Robert und Michael."

ⓤ 21.05 Have the children stand and use their pencils in a unison drill as you give directions: "Le crayon est sur la chaise /el lápiz está sobre la silla /der Bleistift ist auf dem Stuhl."

Ⓢ 21.10 Put one of the objects (dog, frog, mouse, pencil) somewhere and ask: "Où est le chien? /¿Dónde está el perro? /Wo ist der Hund?"

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*The prepositions listed in #21.01 and #21.03 take the dative in German.

## VERBS AND ADJECTIVES

Ⓘ Ⓢ 21.20 The verb "to be"* can be used with adjective modifiers, using pictures in B778:

Je suis triste /Estoy triste /Ich bin traurig.
Je suis content(e) /Estoy contento(a) /Ich bin glucklich.
Je suis fatigue /Estoy cansado(a) /Ich bin müde.
Je suis malade /Estoy enfermo(a) /Ich bin krank.

Give a picture to a child and ask, "Es-tu triste? /¿Estás triste? /Bist du traurig?" (He answers affirmatively.)

Ⓢ 21.21 Then the child is instructed to answer negatively: "Non, je ne suis pas triste /No, no estoy triste /Nein, ich bin nicht traurig."

Ⓘ 21.22 Show other pictures of action verbs (in B779):

Je lis le journal. /Leo el periódico. /Ich lese die Zeitung.
J'écris une lettre. /Escribo una carta. /Ich schreibe einen Brief.
Je peins un tableau. /Pinto un cuadro. /Ich male ein Bild.
Je saute à la corde. /Salto la cuerda. /Ich spiele mit dem Springseil.
Je nage. /Nado. /Ich schwimme.
Je cours. /Corro. /Ich laufe.
Je joue à la balle. /Juego a la pelota. /Ich spiele mit dem Ball.
Je dors. /Duermo. /Ich schlafe.

Ⓢ 21.23 Give a picture to a child and ask, "Lis-tu le journal? /¿Lees el periódico? /Liest du die Zeitung?" (He answers affirmatively.)

Ⓢ 21.24 Then he answers negatively: "Non, je ne lis pas le journal. / No, no leo el periódico. /Nein, ich lese die Zeitung nicht."

Ⓢ 21.25 Give one of the pictures in #21.22 to the child and ask, "Que fais-tu? /¿Qué haces? /Was machst du?"

Ⓢ 21.26 Use other verbs (#16.50) for other affirmative and negative drills.

Ⓢ 21.27 In order to play "charades," the third-person form of the verb should be drilled. Then whisper a command to the first member of Team A (Vole! /¡Vuela! /Flieg!). He imitates the action so that his team members can recognize it. Call on one team member to say "Il (elle) vole. / Vuela. /Er fliegt."

Ⓤ 21.30 A Spanish action song ("Formas y acciones," T126 in S458) may be used.

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*In German, add "Ich bin hungrig," "Ich bin durstig," "Ich bin schläfrig."

## IDIOMS

Ⓘ 21.60 Weather expressions are introduced in Chapter 15.

Ⓘ 21.61 Present the expressions "I am cold," "I am hot," etc., using pictures in B778:

J'ai froid /Tengo frío /Mir ist kalt.
J'ai chaud /Tengo calor /Mir ist warm.
J'ai faim /Tengo hambre
J'ai sommeil /Tengo sueño
J'ai soif /Tengo sed
} For "Ich bin hungrig," "Ich bin schläfrig" and "Ich bin durstig," see #21.20.

④ ⑤ 21.62 Give a picture to a child and ask, "As-tu froid? /¿Tienes frío? / Ist es Dir kalt?" (He answers affirmatively.)

⑤ 21.63 The child is instructed to answer negatively: "Non, je n'ai pas froid. /No, no tengo frío. /Nein, Mir ist nicht kalt."

⑤ 21.70 Some short dialogues about a child who is hungry, thirsty, sleepy, etc., involving the simple props (an apple, a Coca-Cola, pajamas) in D679 are given in Chapter 3.

# CHAPTER 22

# CULTURE: FRENCH

## NAMES, BIRTHDAYS, SAINT'S DAYS

22.01 See Chapter 10 for name games and name tag suggestions. For pronunciation of the names listed below, see T110 in S251.

### BOYS' NAMES

Adolphe
Alain (9 août)
Albert (25 nov)
Alexandre (18 mars)
Alfred (12 oct)
André (30 nov)
Anthony
Antoine (5 juillet)
Armand
Arthur
Bernard (20 août)
Bertrand (6 sept)
Charles (14 nov)
Christophe (21 août)
Daniel (11 déc)
David (29 déc)
Edouard (5 jan)
Eric (18 mai)
Etienne (26 déc)
François (4 oct)

Frédéric (18 juillet)
Gaston (6 fév)
Gautier
Geoffroy (8 nov)
Georges (23 avril)
Gérard (3 oct)
Gilbert (2 fév)
Grégoire (3 sept)
Guillaume (10 jan)
Guy (15 juin)
Henri (13 juillet)
Hugues (1er avril)
Jacques (25 juillet)
Jean (24 juin)
Jérôme (30 sept)
Joël (13 juillet)
Joseph (19 mars)
Julien (9 jan)
Laurent (10 août)
Louis (25 août)

Marc (25 avril)
Marcel (16 jan)
Martin (11 nov)
Maurice (22 sept)
Michel (29 sept)
Nicolas (6 déc)
Patrick (13 oct)
Paul (29 juin)
Philippe (3 mai)
Pierre (29 juin)
Raoul (7 juillet)
Richard (3 avril)
Robert (30 avril)
Roger (30 déc)
Simon (28 oct)
Thomas (3 juillet)
Victor (21 juillet)
Vincent (22 jan)
Walter (23 juin)
William
Yves (19 mai)

### GIRLS' NAMES

Adèle (24 déc)
Adrienne
Agnès (21 jan)
Alice (16 déc)
Amélie
Angèle (27 jan)
Anita
Anne (26 juillet)
Annie
Annette
Anne-Marie
Anouck
Antoinette (25 oct)
Babette
Barbara (4 déc)

Bernadette (18 fév)
Bettina
Betti
Blanche (10 juillet)
Brigitte (23 juillet)
Cécile (22 nov)
Catherine (25 nov)
Carine (7 nov)
Carole
Caroline (27 mai)
Chantal (21 août)
Charlotte
Christiane
Claire (11 août)
Claudette

Colette (4 juin)
Claudine (18 nov)
Corinne (7 juillet)
Danièle
Déborah
Denise (15 mai)
Diane (9 juin)
Dominique (18 août)
Elénore
Elisabeth (17 nov)
Elise (17 août)
Emilie (19 sept)
Françoise (9 mars)
Fanchette
Gabrielle

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*The date in parentheses indicates the fête (saint's day).

Germaine
Ginette
Gisèle (7 mai)
Grâce
Gigi
Hélène (18 août)
Henriette
Inès (10 sept)
Irène (5 avril)
Isabelle (22 fév)
Jacqueline (8 fév)
Jeanne (13 mai)
Jeannette
Jeanneton
Josette
Janine
Julie (8 avril)
Kiki
Laurette
Line
Lisette
Louise (15 mars)
Lucie (13 dec)
Liliane
Lili
Madeleine (22 juillet)
Marguerite (16 nov)
Marianne (17 fév)
Marie
Mariette (6 juillet)
Marilyne (21 oct)
Martine (30 jan)
Marylise
Mélanie
Monique (27 août)
Margot
Marie-Claire
Nancy
Nannette
Nicole
Odette
Paméla
Patricia
Pauline
Paulette
Pati
Renée
Rosalie (4 sept)
Rosaline (17 jan)
Sara
Simone
Suzanne (9 août)
Suzette
Suzon
Suzy
Sylvie
Sylviane
Thérèse (15 oct)
Valérie (28 avril)
Véronique (4 fév)
Virginie
Viviane (2 déc)
Yvette (23 oct)
Yvonne (5 juin)

22.02 Birthday (Bon anniversaire) and saint's day (Bonne fête) cards are available in B158. The "Bon anniversaire" song (S258) may be sung for birthdays.

## GEOGRAPHY

22.03 Maps:
  a. World globe E951; world map Z840, V206 and B160
  b. Map of France Z200
  c. Map of Paris B160
  d. Map of Québec B151

22.04 Flags of French-speaking countries in color B154

22.05 Outline of flags to be colored B153

22.06 List of slides available B164

22.07 List of filmstrips available B768

22.08 Crossword puzzles and seek-and-find puzzles (B184) may be used for place names.

22.09 Pictures for "Sur le Pont d'Avignon" song B157

22.10 La Tour Eiffel model F109. See also the dot-to-dot drawing in B780.

22.11 Songs: France is a Country (T26 in S253)
La Marseillaise (T39 in S254; T135 in S257)
O Canada (S258)

"MADE IN FRANCE"

See books and magazines on shelf C and toys (Loto, Breton doll, Mille Bornes, Taro cards) on shelf F.

22.14 French béret (D746)

22.15 Fleur-de-lys pattern B173

22.16 French currencies B152 and B179

22.17 French stamps B155

22.18 French advertisements B167

22.19 French culture illustrations B190

FOODS

22.20 Menus B168

22.21 Groceries from Canada and France F111

22.22 Wine bottles F113

MARDI GRAS

The date of Mardi Gras varies from late February to early March. It is the day before Ash Wednesday (Mercredi des Cendres), and the last day to celebrate before the 40-day period of Lent (Carême) which precedes Easter (Pâques ).

On Mardi-Gras (Carnaval) French children put on masks and disguises and parade around the streets.

You might want to use Mardi Gras as a party time. Young children could hear the song "Come to a party," and older children could sing "Chevaliers de la Table Ronde."

On the serious side, you could explain that the French traditionally gave up eggs and other luxury foods for Lent. The colored eggs on Easter Sunday (oeufs* de Pâques ) mark the end of this period of self-denial.

22.30 Mardi Gras in New Orleans B176

22.31 Mardi Gras King and Queen crowns X958. For refreshments, use "beignets" or cupcakes with 2 life-savers baked inside (see page 8*).

22.32 Song "Mardi Gras" T11A in S251

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*Pronounce "f" in the singular (un oeuf) but not in the plural. Eggs are used in making the traditional Easter Sunday dessert, "pain perdu" (French toast). Candy egg hunts are customary in France. According to the legend of the Easter bells, the "cloches de Pâques ," which are silent from Thursday through Saturday, go to Rome to be blessed by the Pope. On the way back, they scatter candy eggs, so when the children are awakened on Easter morning by the chiming of the bells, they have a candy egg hunt.

## NOËL

For a Christmas-card greeting, write "Joyeux Noël et Bonne Année."

French families decorate a Christmas tree (un arbre de Noël) and often display a manger scene (une crèche). At midnight on Christmas Eve they go to church and then eat a big feast, called le Réveillon. The bûche de Noël is a special chocolate cake roll, frosted with chocolate icing, and decorated with green holly leaves, red berries and white mushrooms made of meringue.

22.40 Christmas cards S251 and S258

22.41 Père Noël B174 and F107

22.42 Peanuts Christmas cartoons B187

22.43 Bûche de Noël B175

22.44 La veille de Noël poem T103 in S251

22.45 Playscript: Le premier Noël B163

22.56 Dot-to-dot Christmas tree and Rudolph B766

## SPORTS

22.60 Vocabulary and rules for judo, basketball, volleyball, tennis, track and field, soccer, and other sports activities are given in the book, Les Sports (C023).

## RELIGION

A French Bible is available on shelf C.

22.70 Songs: Mets ta main T12 in S252
Jour et Nuit T13 in S252
Tous les chemins de ce monde T16 in S252

22.71 Prayers B161

## CHAPTER 23

## CULTURE: SPANISH

### NAMES, BIRTHDAYS, SAINT'S DAYS

23.01 See Chapter 10 for name games and name tag suggestions. For pronunciation of the names listed here, see T55 in S453.

### BOYS' NAMES*

Abrahán
Adriano
Alano
Alberto (15 de nov.)
Alejandro (2 de feb.)
Alfonso
Alfredo (12 de oct.)
Antonio (13 de junio)
Arnaldo
Arturo
Benjamín
Beltrán
Benito (12 de enero)
Bernardo (20 de agosto)
Calvino
Carlos (4 de nov.)
Cecilio
Cirilo
Claudio (30 de oct.)
Conrado
Cristóbal (21 de agosto)
Daniel (11 de dic.)
David (7 de sept.)
Diego (13 de nov.)
Dionisio (9 de oct.)
Domingo (4 de agosto)
Eduardo (13 de oct.)
Elías
Emiliano (8 de agosto)
Enrique (15 de julio)
Ernesto (7 de nov.)
Esteban (2 de sept.)
Eugenio
Federico (18 de julio)
Felipe (26 de mayo)
Félix (7 de enero)
Fernando (30 de mayo)
Fidel (24 de abril)
Francisco (29 de enero)
Gerardo (3 de octubre)
Gilberto (2 de febrero)
Gregorio (13 de febrero)
Guido
Guillermo (11 de enero)
Gustavo
Haroldo
Heriberto
Horacio
Hugo (10 de abril)
Isidoro (4 de abril)
Jaime
Javier
Jerónimo (25 de enero)
Jorge (23 de abril)
José (19 de marzo)
Juan (28 de enero)
Julio (30 de enero)
León (17 de julio)
Leonardo
Lorenzo (10 de agosto)
Lucas (18 de octubre)
Luis (10 de junio)
Lutero
Manuel
Marcos (25 de abril)
Mario
Martín (11 de nov.)
Mateo (21 de sept.)
Mauricio (22 de sept.)
Máximo (15 de sept.)
Miguel (5 de julio)
Nicolás (10 de sept.)
Oliverio
Pablo (25 de agosto)
Paco
Pancho
Patricio (13 de oct.)
Pedro (29 de abril)
Pepe
Rafael (24 de oct.)
Ramón (31 de julio)
René
Ricardo (3 de abril)
Roberto (30 de abril)
Rodolfo
Rodrigo
Rogelio
Rolando
Rubén
Samuel
Santiago (25 de julio)
Teodoro (9 de nov.)
Timoteo (24 de enero)
Tomás (7 de marzo)
Valentín (14 de febrero)
Vicente (22 de enero)
Víctor (21 de julio)
Walterio (23 de junio)
Zacarías

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*The date in parentheses indicates the Saint's Day (día del Santo).

## GIRLS' NAMES

Adela (24 de dic.)
Adelaida (16 de dic.)
Adriana
Alicia (16 de dic.)
Amalia
Ana (26 de julio)
Angela (27 de enero)
Antonia (25 de oct.)
Bárbara (4 de dic.)
Beatriz
Bernardina (18 de feb.)
Berta
Blanca (10 de julio)
Carlota
Carmen (16 de julio)
Carolina (26 de mayo)
Catalina ( 30 de abril)
Cecilia (22 de nov.)
Chavela
Constanza
Consuelo
Cristina (24 de julio)
Débora
Delia
Diana (9 de junio)
Dolores
Dorotea
Elena (13 de agosto)
Elisa (17 de abril)
Emilia
Engracia
Enriqueta
Esperanza (18 de dic.)
Estela
Esther
Eugenia
Eva
Florencia
Francisca (9 de marzo)
Gabriela
Gertrudis (16 de nov.)
Gisela (7 de mayo)
Gloria
Graciela
Inés (10 de sept.)
Irene (5 de abril)
Isabel (8 de julio)
Josefina
Juana (21 de agosto)
Julia (21 de julio)
Laura
Leonor
Lidia
Linda
Lola
Lorena
Lourdes (11 de feb.)
Lucía (13 de dic.)
Luisa (15 de marzo)
Magdalena
Manuela
Margarita (10 de junio)
María (9 de abril)
Mariana (17 de feb.)
Marilú
Marta
Nina
Norma
Paula
Paulina (2 de dic.)
Raquel
Rebeca
Rita (22 de mayo)
Rosa (30 de agosto)
Rosalía (4 de sept.)
Sara
Silvia
Sofía (18 de sept.)
Susana (12 de abril)
Susita
Teresa (15 de oct.)
Victoria
Virginia
Vivian (2 de dic.)

23.02 A Mexican birthday song, "Las Mañanitas" (T45 in S452) or an adaptation of the English "Happy Birthday" song, "Mucha felicidad" (S456), may be sung. "Feliz Cumpleaños" means "Happy Birthday."

23.03 "Felicitaciones en el día de su santo" is appropriate for a Saint's Day card.

23.04 A Saint's Day song is "Me regalaron un violín" (S456).

23.05 In most Spanish-American countires, piñatas are used at birthday parties. The piñata is made with a clay jar, covered with bright-colored tissue paper, and filled with candies, fruits, and prizes. The piñata hangs on a rope. A child is blindfolded and tries to break it with a stick. This part is more difficult because the piñata rope is controlled by someone who pulls it up and down. When it is broken all the children scramble to get candies and prizes.

A piñata may be made by blowing up a balloon and pasting pieces of newspapers around it (using starch mixed with water). It takes several days to dry. After it is dry, you can open a hole, put goodies inside, and decorate it.

A quick piñata can be made by decorating a brown paper bag with layers of fringed tissue paper.

Piñatas may be made in the shape of an animal, a sombrero, etc.

## GEOGRAPHY

23.10 Maps

a. World globe E951; world map Z840
b. Spanish-speaking countries (V402 and V403) without names. (Handout sheets of these maps are available in B355. The countries are numbered so that you can say "El Salvador" and the children say "tres.").
c. Capitals of Spanish-speaking countries (B354):

América del Norte

| | | |
|---|---|---|
| 1. | México | (La Ciudad de) México |

América Central

| | | |
|---|---|---|
| 2. | Guatemala | Guatemala |
| 3. | El Salvador | San Salvador |
| 4. | Honduras | Tegucigalpa |
| 5. | Nicaragua | Managua |
| 6. | Costa Rica | San José |
| 7. | Panamá | Panamá |

Las Antillas

| | | |
|---|---|---|
| 8. | Cuba | Habana |
| 9. | República Dominicana | Santo Domingo |
| 10. | Puerto Rico | San Juan |

América del Sur

| | | |
|---|---|---|
| 11. | Colombia | Bogotá |
| 12. | Venezuela | Caracas |
| 13. | Ecuador | Quito |
| 14. | Perú | Lima |
| 15. | Bolivia | La Paz |
| 16. | Paraguay | Asunción |
| 17. | Chile | Santiago |
| 18. | Argentina | Buenos Aires |
| 19. | Uruguay | Montevideo |

Europa

| | | |
|---|---|---|
| 20. | España | Madrid |

23.11 An identification game can be played with two teams. One team's players draw the name of a country from an envelope, pronounce it, and name the capital. Players on the other team draw the name of a capital, pronounce it, and name the country. (B384)

23.12 A true-false team competition can be played with countries. A representative from each team stands (with arms folded in front of his chest) at the starting line, mid-way between two "true" chairs on the right and two "false" chairs on the left (one for each team). You say, "Managua es la capital de Nicaragua - ¡Listo, ya!" The child who sits in his team's "true" chair first (without causing a chair leg to move) scores a point.

23.13 Crossword puzzles and seek-and-find puzzles can be duplicated from the master ditto copies in B379.

23.14 Spanish-speaking countries may be used in a "Write-your-own" Bingo, described on page 25.

23.15 Flags of Spanish-speaking countries in color B356

23.16 Outlines of flags to be colored (B357) may be duplicated from the master copy.

23.17 List of slides available B367

23.18 List of filmstrips available (B768)

23.19 Song: El quezal (Guatemala) S456

## OBJECTS FROM SPANISH-SPEAKING COUNTRIES

23.20 Books (shelf C), toys--paper dolls (B361); Mattell animal toy (F305); talking phone (F303), talking clock (F302); Lotería Mexicana (F300); a set of playing cards from Spain (F301)--and other objects of interest--pottery (F308); sombreros (F286 and X962); castanets (F287); greeting cards (B364)--may be shown.

23.21 Spanish currencies B363 and B374

23.22 Spanish stamps B362

23.23 Ojos de Dios B388

## FOODS

23.30 Menus B365

## FIESTAS

Almost every week there is a "fiesta." This can be religious or historical. All businesses and schools close and the streets are decorated to celebrate the festivity. "Fuegos artificales" (firecrackers) are displayed in many of the fiestas, especially in Mexico. The fiesta lasts almost all day and night and sometimes several days.

Fiestas celebrated in most Spanish countries are:
6 de enero - Día de los Reyes Magos
(febrero) - Carnavales
14 de febrero - Día de los enamorados
marzo - Semana Santa
24 de junio - Día de San Juan
(junio) - Corpus Christi
12 de octubre - Día de la raza
10 de noviembre - Día de todos los santos
31 de diciembre - la Nochevieja

Carnavales y Pascua Florida - The carnival season precedes Lent (Cuaresma). On weekends during Carnavales, many "carrozas," "comparsas," and "bandas" pass by the main streets, with people following and dancing in the streets.

During Holy Week (Semana Santa) colorful processions from different churches go around town. The churches are beautifully decorated. During the days of mourning the church bells are silenced and altars and statues of saints are covered. On Palm Sunday people carry palm branches and make crosses with them. "Felices Pascuas Floridas" means "Happy Easter."

The Day of St. John (Día de San Juan) - In Spain this is a very important day. People masquerade in the streets and go to parties.

Corpus Christi honors the sacrament of the Eucharist. It is celebrated on the Thursday after Trinity Sunday with religious processions. "Autos sacramentales" are presented in the theatres and churches.

Columbus Day celebrates the discovery of América, October 12, 1492. It is called "Día de la raza" because the mixture of races began. There are speeches and parades in many countries. In Santo Domingo a ceremony is presented at the cathedral and the tomb of Colón is opened.

All Saints' Day is a religious holiday. In Mexico it is believed that the dead return to earth in spirit and join the family to eat delicious dishes prepared in their honor. The play Don Juan Tenorio is performed in theatres.

Similar to April Fool's Day is the Día de los inocentes (December 28), when youngsters play jokes on their friends. There are crazy announcements on the radio to fool those who don't remember the date.

New Year's Eve is celebrated at home or in night clubs. People dance and wait until 12 o'clock. At that time 12 grapes are eaten, one for each bell, and everybody kisses everyone else. In some countries superstitious people throw water out to draw away evil spirits. Most people wear something new. During the night many different noisemakers (matracas and pitos) are heard.

## DIA DE LA NAVIDAD

Spanish children usually write letters to Los Tres Reyes Magos, but some do write to Santa Claus.* Those who write to Santa Claus will expect to find presents under their beds or in front of the Christmas tree on December 25th; gifts from Los Tres Reyes Magos are found on January 6th.

La Nochebuena is celebrated the 24th of December. That night the whole family gets together for a big fiesta, with a special meal around ten o'clock. In Spain and Mexico turkey is served. In Cuba it is customary to serve roast pork. A traditional Hispanic dessert is turrones. Dátiles y nueces are served after the meal. In Mexico piñatas are prepared for December 24. At twelve o'clock people go to church for the misa de gallo, announcing the birth of Jesus.

The 25th (Día de la Navidad) is a religious celebration.

In most houses a Nacimiento (Nativity scene) has a place of honor, with images of Joseph, Mary, and Jesus in the stable with animals around them. In some countries posadas are displayed in churches, showing scenes from the journey to Bethlehem. Christmas carols (Villancicos) are sung in groups from house to house. Aguinaldos are given as gifts to employees.

For a Christmas card greeting, write "Felices Pascuas y Próspero Año Nuevo."

23.40 Christmas carols (S451 and S456)

23.41 Peanuts Christmas cartoons (B385)

23.42 Dot-to-dot Christmas tree and Rudolph (B766)

## SPORTS

23.50 Bullfight (Corrida de toros). The bullfight originated in Spain and went to some Spanish American countries. Mexico City has the largest bull ring in the world. At five o'clock the "corrida" starts. Those who are going to participate cross the "arena" to salute the judge. The torero makes different "pases" with the cape to show his courage and skills. A "picador" enters the "arena" mounted on a blindfolded and padded horse and jabs his pike into the bull's neck muscles. Later a "banderillero" comes in and stabs the bull with a pair of "banderillas." (This is done three times.) When the "matador" gets ready to kill the bull he has his red "capa" and drives his sword between the animal's shoulders. If this is done well, the public cheers the matador. Then the judge may award him the bull's ear or ears and tail. A pair of horses drag the bull out of the ring and another corrida starts. Generally six bulls are killed in one day. Each Sunday the arena is filled with thousands of spectators, like a football game in the U.S.

---

*Pronounce [Santi Clós]

23.51 A schedule of bullfights from Tijuana and a Jai-Alai program (B386)

23.52 Soccer rules are shown in the book, Quiero jugar al futbol (C470).

## GESTURES

Spanish-speaking people talk a lot with their hands. You can even know what they are saying by watching their gestures. The gesture for "come here" has been described on page 39. In order to wave good-bye, wave the hand from side to side. Rubbing together the thumb and index finger is a gesture used by a person who wants money--and, if he does not receive the money, he can call the other person a tightwad by holding up one arm and hitting his elbow with the other hand.

A shrug of the shoulders with outstretched hands indicates helplessness.

Some of these gestures are similar to those we use, but Spanish speakers use gestures much more frequently than we do--even when they are talking on the telephone!

## RELIGION

23.60 Prayers B387

23.61 Nuevo testamento C339

# CHAPTER 24

## CULTURE: GERMAN

### NAMES, BIRTHDAYS*

24.01 See Chapter 10 for name games and name tag suggestions. For pronunciation of the names listed below, see T24 in S651.

### BOYS' NAMES

Albert
Arthur
Axel
Benno
Bruno
Christoph
Detlev
Dieter
Eberhard
Erich
Erwin
Felix
Frank
Fritz
Gerhard
Gert
Günter
Hans
Helmut
Heinz
Hermann
Horst
Hugo
Jakob
Johann
Karl
Klaus
Klemens
Konrad
Kurt
Lothar
Ludwig
Manfred
Martin
Max
Michael
Otto
Paul
Peter
Philipp
Reinhold
Richard
Robert
Rolf
Rudi
Siegfried
Stefan
Thomas
Udo
Walter
Werner
Willi
Wolfgang

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*Geburtstag" (birthday) and "Namentag" (saint's day) cards are included with greeting cards (B580).

## GIRLS' NAMES

Anna
Annemarie
Annette
Astrid
Barbara
Bettina
Brigitte
Christel
Christine - Tina
Doris
Dorothea
Elonore
Elisabeth
Elke
Elsbeth
Erika
Eva
Gertrud
Gisela
Gretchen
Hanna
Hannelore
Heidi
Helene
Helga
Hilde
Ilse
Inge
Ingrid
Johanna
Karin
Kätchen
Käte
Klaudia
Liselotte - Lilo
Lore
Lottchen
Margareta - Rita, Grete, Gretchen, Gretl
Maria
Marianne
Marie
Martha
Monika
Petra
Pia
Rebekka
Renate
Rosmarie
Roswita
Sigrid
Silke
Sonja
Trudi
Ursel
Ursula
Ute

24.02 "Happy birthday" is "Herzliche Glückwünsche."

24.03 Birthday songs: Hoch soll er leben (S655)
Wir wünschen dir von Herzensgrund (S655)

GEOGRAPHY

24.10 Maps

a. World globe E951; world map Z840
b. Map of Germany (BRD and DDR*) Z604; V601; B563

24.11 Flags of German-speaking countries in color V606 and B551

24.12 Outlines of flags to be colored B552

24.13 List of filmstrips available B768

24.14 Song: Deutschlandlied S655

"MADE IN GERMANY"

See books on shelf C, games (Lese-Memory B559; Wir Lesen F552), and pamphlets (B564 and B565).

24.20 German currencies B553 and R567

24.21 German stamps B554

24.22 Winzerin vom Rhein (wine doll from Rhine, mounted on cork stopper) - F540.

24.23 Wetterhäuschen (weather predicting house) - F541.

FOODS

24.24 Cardboard house cookie box - F542.

24.30 Menus - B568.

WEINACHTEN

For a Christmas-card greeting, use "Fröhliche Weinachten."

24.40 Der Adventskalender B555

24.41 Poem: "Als der Nikolaus kam" B566

24.42 Christmas cards S651 and S655

24.43 Dot-to-dot Christmas tree and Rudolph B766

24.44 Book: Der 24. Dezember

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*BRD (pronounce [bay air day]) = Bundesrepublik Deutschland
DDR (pronounce [day day air]) = Deutsche Demokratische Republik

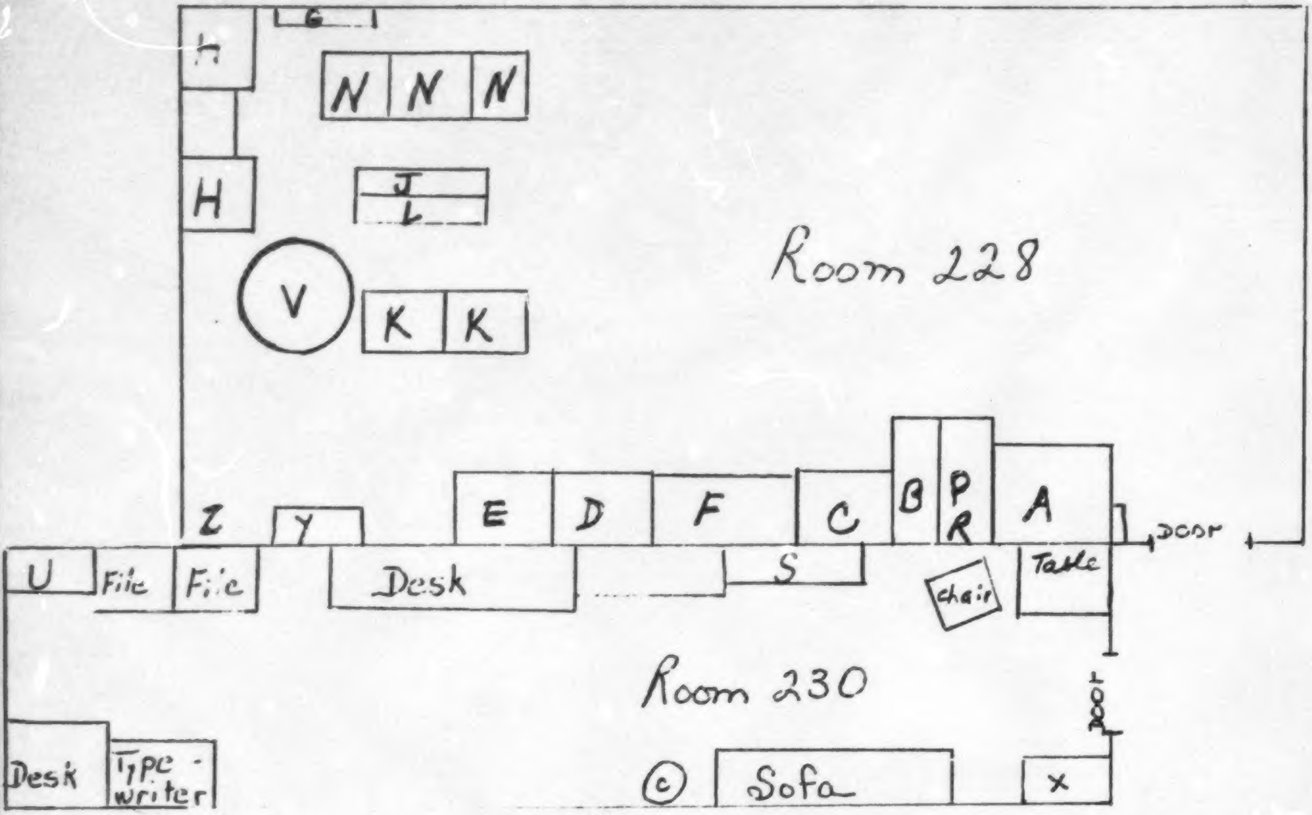
## SPORTS

24.50 Soccer (Fussball) rules B569

## RELIGION

24.60 Prayers B576

24.61 Hymns: Nun danket alle Gott S655
Lobe den Herren S655



A - Sign-up table
B - File
    1st drawer, French
    2nd drawer, Spanish
    3rd drawer, German
    4th drawer, all languages
C - Bookcase -F (blue), S (yellow), G (green)
D - Shelves, objects for all languages
E - Shelves, objects for all languages
F - Shelves, objects for French, Spanish, German
G - Magnet boards, felt board
H - Storage cabinets, supplies
J - Poster box
K - Work tables
L - Posters (Introducing French)
N - Bingo prizes
O - Coat rack

P - Old FLES/FLIC reports
R - Pigeonholes (on top of P and B)
S - Tape rack
U - Storage cabinet
V - Hanging posters
X - Bookcase
Y - Copies of hand-out sheets
Z - Large posters

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